DOCUMENT RESUME

ED 133 579	08	CE 009 673

AUTHOR	DiLego, Pasquale
TITLE	Career Education in Burlington. Student Plans and Career Clusters (SPACC). Interim Report.
INSTITUTION	Burlington School District, Vt.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
REPORT NO	VT-103-583
BUREAU NO	502A1-60003D
PUB DATE	Aug 76
GRANT	OEG-310-75-0011
NOTE	177p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	*Career Education; *Career Planning; Classroom Materials; Curriculum Development; Demonstration Projects; Guidance Counseling; Inservice Teacher Education; Occupational Clusters; Occupational Guidance; Program Descriptions; Program Evaluation; Secondary Education; Student Development; *Teacher Workshops; *Vocational Development
IDENTIFIERS	Vermont; Vermont (Burlington)

ABSTRACT

Covering the Burlington school district's career education project for its first year from July 1975 through June 1976, the report describes a secondary program career education program emphasizing a combination of career clusters with student development plans. A sample population of 300 students from grades 7, 9, and 11 kept career folders and studied components of the career development model. An intensive inservice workshop program for teachers produced marked changes in practices and attitudes. Four project areas considered successful were the inservice workshop program, the career development guidance model (student plans), counseling development, and acquisition of instructional materials to support career education concepts in the classroom. The third-party annual evaluation report gives tabulated results of pre- and posttesting of teachers, a sampling of student responses on values development, teacher evaluations of five inservice workshops, and recommendations for the next two years of the project. Principal recommendations were to further involve all secondary teachers and guidance counselors, to connect academic classes and teachers with the area vocational center, and to involve the local community. Appendixes contain a variety of project materials. (MF)

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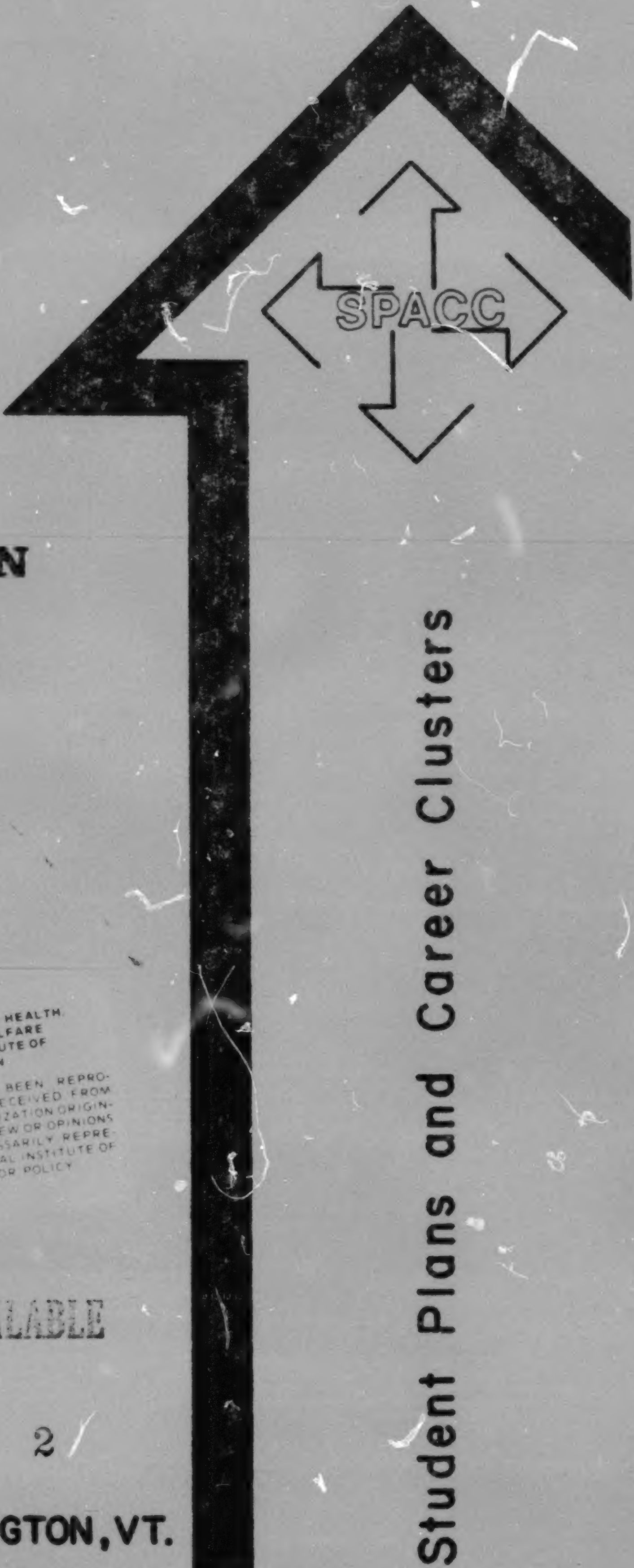

Student Plans and Career Clusters

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ED135579

Interim Report

Project No. 502A1-60003D
Grant No. G310-75-0011

Student Plans and Career Clusters (SPACC)

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Pasquale DiLego, Project Director
Burlington School District
Burlington, Vermont 05401

August 1976

CE 009 623

Interim Report

Project No. 502A1-60003D
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Student Plans and Career Clusters (SPACC)

Exemplary Project in Vocational Education
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Part D of Public Law 90-576

Frist Year July 1975 - June 1976

Pasquale DiLego, Project Director
Burlington School District
Burlington, Vermont 05401

August 1976

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I. Summary

Summary

On June 5, 1976 we held our last inservice workshop of this our first year. Looking back over this past year the project staff feels very comfortable with what has been accomplished.

We began with 35 participants and during the year gradually increased that number until we now have some 74 teachers and guidance counselors enrolled in our project. Our initial goal and funding was for 65 participants. We have been able to surpass that number without doing a lot of active recruiting. Our approach has been and will continue to be one of convincing rather than coercing. We have extended invitations to join the project and to participate in the activities and in the inservice training program. We have made ourselves, our expertise and our resources available to everyone. We have asked the teachers and guidance counselors in the district to be co-creators of a workable career education model. We feel this soft sell approach has been most effective in convincing even the most skeptical. Obviously this kind of approach takes the longest time and success often times is measured in small amounts. However, it is heartening indeed to see teachers of many years experience begin to experiment and change teaching styles and habits that have been in place for a long time. We feel that we have seen a marked change in not only practices but in attitudes on the part of teachers. This is due to four factors: 1. our approach with them 2. our availabilities to them 3. the instructional resources we have provided and 4. the inservice workshop program. All of these acting together has brought about substantial change on the part of teachers in the Burlington School District.

Acting as internal change agents we began a rather intensive inservice workshop program for project participants. We met with them for one week in the summer and once a month during the school year. Our inservice program was most successful in making the teachers aware of career education concepts and in training them in the use and implementation of these concepts.

The inservice program was an effective means of communicating with the teachers in addition to a newsletter that we distribute to them and also to some 300 other people nationwide. The newsletter, inservice workshop program, classroom visits and meetings with participants makes us highly visible but yet unobtrusive in the district.

As part of the inservice program teachers have developed a wide variety of instructional materials. These include classroom activities, instructional objectives, posters and other teaching aids as well as booklets and learning packets. All of this material is available to anyone who wants it.

In summary we feel that our first year has been most successful and we have firmly planted the seeds of career education into the rich soil of the Burlington School District. We have great hopes that they will flourish and yield a fine harvest of benefits for the students in the district.

This after all is the sole reason for our existence.

II. Report

THE NEED

In 1972, then Governor Deane C. Davis, initiated a series of activities which facilitated the Career Education movement in Vermont. He called for a Statewide meeting of interested persons to be followed by a series of regional meetings. These were held for the purpose of disseminating information and gaining support for the new concept. Unfortunately, the early outcomes were inconsistent, disorganized, and lacked educational cohesion.

In 1972, the Department of Education assigned two staff members to begin the arduous task of bringing coherence to chaos. Through local, state and federal efforts a fundamental program consisting of awareness, exploration, preparation and placement was prepared and implemented. Emphasis was placed upon the components of awareness and exploration at the elementary grade levels. In Vermont, elementary education legally encompasses grades 1 - 6.

During this time, the State Board of Education authorized the formation of 16 area vocational centers. Each was to be a part of one high school while serving the vocational and techical needs of pupils residing in a fifteen mile radius of each center.

The confluence of developments is best described in the following terms. Career Education is well established within our 366 elementary schools. The next step is to integrate it into the 71 secondary schools with emphasis upon preparation and placement. In Vermont, secondary education legally encompasses grades 7 - 12 with the vocational centers enrolling pupils in grades 11 and 12.

The missing links translate to these needs:

A. To place Career Education into secondary schools.
B. To coordinate activities between elementary and secondary schools.
C. To integrate Career Education into all subject matter areas based upon designated clusters.
D. To coordinate activities between the high schools and their vocational centers.
E. To emphasize student development plans and career clusters.
F. To involve students, parents, and faculty members in the student development planning.
G. To involve students, parents, faculty and appropriate community groups in planning and implementing Career Education clusters.

Each link will become a major goal of the SPACC project.

THE PROJECT PURPOSES

The purposes of the SPACC project are embedded in the historic development of Vermont's Career Education program. Starting in 1972, Department staff members have made over 150 presentations of the concepts and activities of Career Education to approximately 9,000 persons. This resulted in 21 school districts becoming engaged in projects funded by federal vocational exemplary or research money and state dollars. In addition, roughly one-third of 6,000 teachers and 108,000 pupils are now participating in Career Education activities. Most of the emphasis takes place at the elementary grade levels.

For its part, the Department has placed responsiblity for Career Education programming within a committee chaired by the Deputy Commissioner. Divisional directors and consultive personnel comprise committee membership. This group is responsible for formulating policy and giving direction to Career Education activities. These activities are coordinated with those of the State's Career Education Advisory Committee for Exemplary Programs. One purpose of this arrangement is to assure that Career Education be given priority ranking by consultants and pracitioners, with involvement and participation woven into all educational programs.

Following a lengthy selection process, the Burlington, Vermont School System was chosen to be the operational site for this proposal. Some of the factors used in the process were (1) leadership capability, (2) curriculum diversity, (3) relationships between the high school and the area vocational center, (4) varied population, (5) responsible guidance staff, (6) commitment to Career Education, (7) support of community, school board, administrative staff and faculty, and (8) sound fiscal practices. Obviously, the school district received high ratings on these and other criteria to earn its designation as project site. A general description of the school and its community is contained in the appendix of this proposal.

The project, operating within Burlington, will implement and demonstrate a Career Education program on the secondary level. It will emphasize combining career clusters with student development plans. With this as a major purpose, it is intended:

A. To relate these preselected clusters (construction, consumer and homemaking related occupations, fine arts and hunamities, transportation, and business and office practices) with curriculum materials and programs in the subject matter areas of the creative arts, English, mathematics, sciences, social studies, foreign languages, and appropriate vocational course and special education offerings.

B. To develop and implement student development plans. The techiques used by pupils, professional staff, and parents will be observed and recorded so that other school district personnel can replicate the process.

C. To develop and implement a Career Education model, components of which may be used by other school districts.

D. To disseminate information to Vermont's Career Education programs to encourage replication of activities.

To attain the major purpose, activities will be undertaken:

A. To reduce the potential for youth unemployment through the development of learning experiences which will encourage pupils to remain in school and will provide them with knowledge and skills to enhance career selection and employment opportunities.

B. To create bridges between school and earning a living through student development plans, each pupil's plan will be subject to annual review and revision, it will coordinate the pupil's school program with his/her career choices, motivation should be increased in class work, and related activities and understanding of the responsibilities needed for entry into the world of work should be developed.

C. To contribute to promoting cooperation between public education and manpower agencies, the Department of Education, which serves as prime contractor with the Office of Manpower,Services for the Neighborhood Youth Corps and Manpower Training programs, will work to incorporate components of the SPACC proposal with those programs.

D. To broaden occupational aspirations and opportunities for youth, the project will involve them in learning activities, development plans, and job related experiences.

E. To provide services for youths with handicaps at the secondary level, the Burlington School System will broaden existing programs designed to meet the needs of pupils who have been identified as being afflicted with academic, socio-economic, or physical handicaps. The ninth grade has a self-contained program for thirty pupils who have economic, physical, emotional, and/or social disadvantages. In grades 7 - 12, forty special education pupils are in an ungraded Diversified Occupations program.

F. To relate the project purposes with priorities of vocational education by locating and/or developing activities which will assist pupils to acquire occupational understandings through a coordinated approach which utilizes subject matter areas with skills acquired in vocational courses. Each vocational center in Vermont, Burlington included, offers courses based upon community and pupil needs. Final decisions are made using recommendations of local Advisory and Craft Council Committees. These groups will be involved with the SPACC Project.

G. To utilize new approaches and tested innovations from recent research, the project has adopted materials developed at the University of Missouri in designing the Student Development Plan. Hopefully, the project will add to research findings through Student Development Plans, a student information system, and curricula articulation.

The four goals of the project are stated in general terms. Each goal is then followed by a series of measurable objectives. For each goal and its accompaning measurable objectives, procedures are identified which will be used to attain the objectives. This portion of the Plan of Operation becomes the key to the implementation of the project.

GOAL I. TO HELP STUDENTS BECOME PROFICIENT IN MAKING DECISIONS RELATED TO CAREER CHOICES.

Objectives

During the 1975-1976 School Year

I.1 100% of the sample population in grades 7, 9, and 11 will become familiar with the skills necessary to formulate a Student Development Plan.

I.2 100% of the sample population in grades 7, 9, and 11 will have written a useable Student Development Plan.

I.3 100% of the parents of the sample pupil population in grades 7, 9, and 11 will have become involved in the formulation of their child's Student Development Plan.

I.4 5% of the sample population in grades 7 and 9, will be identified as potential drop-outs. Learning activities will be planned to enable them to gain entry level job skills for use in obtaining employment should they leave school prior to graduation.

Suggested Procedures to Accompany GOAL I.

I.A The Student Development and Process Plan (materials obtained from the University of Missouri and refined by a team of guidance counselors, school administrators, and Department staff) will be finalized for use by the participating professional staff of the Burlington School System.

I.B A procedure will be established to select pupils in grades 7, 9 and 11 for participation in developing student plans. It is anticipated that between 80 and 100 pupils in each grade level will be selected on a random basis. The numbers of pupils to be selected in following years will be determined by experiences of the first two years. Considering a constant enrollment of 2700 pupils in grades 7-12, there would be 1350 pupils in grades 7, 9, and 11. Thus, having between 240 and 300 pupils participating in Development Plans represents about 22% of the enrollees.

I.C The parents of selected pupils, as well as the pupils themselves; will be given the opportunity to decide whether or not to participate in Development Plans. Those who decide in the negative will be replaced by additional students randomly selected. A procedure will be designed to inform parents and pupils of the Development Plan and to obtain their approval for participation.

I.D Participating counselors and faculty members, as part of the inservice programs, will receive training in how to work with pupils and parents in completing, reviewing, and updating Development Plans.

I.E A procedure will be established to identify potential drop-outs, to develop learning activities and to provide the potential drop-outs with job entry level skills.

I.F A procedure will be established to ascertain the career status of pupils who have left the school system.

I.G A set of procedures will be established to replicate Student Development Plans in the second school site.

I.H A procedure will be established to record the techniques used by pupils, professional staff, and parents so that other school district personnel can replicate the processes of the Student Development Plan.

GOAL II.

TO COORDINATE THE COMPONENTS OF EXISTING COURSE OFFERINGS WITH THOSE OF CAREER EDUCATION

Objectives

During the 1975-1976 School Year,

II.1 All participating professional staff members will develop an understanding of Career Education concepts, the 15 Career Education Clusters, and the 5 specified clusters through in-service training programs.

II.2 All participating professional staff members will examine their course offerings and relate existing curriculum materials and activities to Career Education concepts.

II.3 All participating professional staff members will select methods, materials, and skill tasks and relate them to career clusters.

II.4 All participating professional staff members will develop and use learning activities and learning packets at least once during the school year. A learning activity is to be exploratory in nature and involve all pupils in the section. A learning packet is intended to be used by intersted pupils following an activity as supplementary material.

Suggested Procedures to Accompany GOAL II.

II.A Through previously conducted informational meetings among teachers and counselors, it was ascertained that sixty-five members of the professional staff will participate in the project during its first year of operation. Of that number, 10 will be counselors; 25 will be teachers from the vocational center (including teachers from programs of special education); and 30 teachers will be from the curriculum areas of the creative arts, English, mathematics, science, foreign languages, and social studies. The 65 educators represent one-third of the total staff in grades 7-12.

II.B A representative committee of professional staff members will meet with the project staff to plan the August, 1975, training session. This will be a two-week program with emphasis upon career awareness, exploration, preparation and placement; Student Development Plans; understanding the 15 career clusters; reviewing curriculum for Career Education links; preparing academic links of articulation; and developing activities to be used with the five selected clusters.

II.C The project staff will gather curriculum materials which relate to the five selected career clusters and organize them so that they are readily available for use by the sixty-five educators. The materials, with others developed locally, will be used so that pupils may acquire occupational preparation skills in one of the five selected career clusters.

II.D The project and professional staffs will develop lists of field experiences consistent with Student Development Plans. These will be used to broaden opportunities for participating pupils.

II.E The project and professional staffs will meet together four times during the school year. The purpose of these sessions will be to reinforce activities through continued development of skills and expertise.

II.F The procedures mentioned for Goal II will be repeated for professional staff members who are new to the project during the second and third years of the project as well as for educators from the second school unit.

II.G The project staff will provide advanced in-service training programs for professional staff members remaining with the project for years two and three.

GOAL III.

TO PROVIDE FOR THE ARTICULATION OF CAREER EDUCATION COMPONENTS BETWEEN AND AMONG THE USERS AND PROVIDERS

Objectives

During the 1975-1976 School Year,

III.1 Each of the State's Exemplary Career Education programs will be analyzed to identify preparation, awareness and exploration activities. Where they exist, links will be developed so that materials and processes may be shared.

III.2 Each of the public high schools which send pupils to the area vocational center on a shared-time basis will be informed about the SPACC project and asked to develop parallel programs for their participating pupils.

III.3 Each of the six private secondary schools in the Burlington area will be invited to attend explanatory meetings for the purpose of establishing cooperative linkages between those schools and the project.

III.4 A link will be established with the 17 collegiate institutions offering programs in teacher education to help them meet the requirement, to become effective 1 July 75, that each graduate shall have competencies in Career Education.

III.5 An informational system will be programmed to contain data obtained from pupil development plans and educational materials useful for teachers, about the 15 career clusters.

Suggested Procedures to Accompany GOAL III.

III.A The State Career Education Consultants will establish and facilitate appropriate linkages and interrelationships with the State's Exemplary Career Education Programs. Where commonalities exist in the areas of awareness, exploration, and preparation, links will be developed with the project staff so that materials and processes may be shared.

III.B The project staff will conduct meetings and appropriate follow-up activities with representatives of the public and private schools for the purpose of sharing with them information, materials, and skills. Technical assistance will be offered on a needs basis.

III.C The State Career Education Consultants will be the prime contact with collegiate institutions offering programs in teacher education to assist them in meeting Career Education requirements and to coordinate activities with the University of Vermont's "Humanities" project.

III.D The project staff working with additional personnel supplied by the School System will develop and implement the informational system.

III.E The project staff in cooperation with the third party evaluator will develop the instruments to determine whether or not 100% of the pupils are engaged in learning activities consistent with their Development Plans and 100% of the participating professional staff members are offering programs which provide pupils with occupational, educational, and informational understandings.

III.F The project staff will develop a process to facilitate the smooth transition of participating pupils from school to either the world of work or into post-secondary education programs. This transition will be consistent with the students' Career Development plans in at least 75% cases. It is not realistic to anticipate 100% consistency due to the vagaries of the job market, changes in human being, fluctuating costs of education, and personal circumstances.

GOAL IV. TO IDENTIFY FOR REPLICATION ALL VALIDATED ASPECTS OF THE PROJECT

Objectives

During the 1975-1976 School Year,

IV.1 Superintendents whose district contains an area vocational center will be invited to visit the SPACC project for the purpose of familiarizing themselves with its purposes and activities. Interested superintendents will then be eligible to submit Letters of Intent to participate in the second and third years of the project.

Suggested Procedures to Accompany GOAL IV.

IV.A The project staff in cooperation with the State Career Education Consultants will conduct work sessions for Department personnel for the purpose of familiarizing them with the validated aspects of the project so they may assist with the dissemination of information.

IV.B The project staff in cooperation with the third party evaluator will design the instruments to be used in validating the documents, procedures, processes, and curriculum materials as used in the project.

IV.C The project staff in cooperation with the State Career Education Consultants will organize the procedures leading to and including the selection of the second project site.

IV.D The project staff, based upon experiences gleaned from the SPACC project, will conduct procedures as suggested for the first three goals for the second site. The purpose of this effort is to replicate, with or without modifications, the SPACC goals and objectives at a second site. If this can be attained, then it is assumed that a transferrable model has been developed.

CHARACTERISTICS OF THE BURLINGTON SCHOOL DISTRICT

Burlington, the largest city in the state, is located in north western Vermont on Lake Champlain. It has a population of some 40,000 persons. The community contains many nationalities, the greater number, other than English, being of French descent. Less than one percent of the population is classified as non-white. Neighborhoods are grouped by income with low income areas up-graded by urban renewal programs. Following a growth during the previous decade, the population has become stabilized.

Predominant influences upon the city are the location of five major colleges, an I.B.M. plant, a Medical Center, and a variety of businesses and industries. Economically, their cumulative effect is beneficial as many jobs are provided even though the college properties do not contribute to the tax base which the school system needs for support of public education.

There are ten elementary schools enrolling 3,557 pupils in grades kindergarten through six. Two junior high schools enroll 1,350 pupils in grades seven through nine. The senior high school enrolls 1,375 pupils in grades ten through twelve. This grading pattern provides for neighborhood schools at the elementary level and unification of programs, services, and facilities at the secondary level.

At the high school, students may select courses from a curriculum of college preparatory, business education, and vocational subjects. Based upon data obtained from the 1973-74 school year the following facts are presented:

1. At the senior high school, an assessment of student feelings indicates that 55% feel "good" about school; 32% feel school is "OK"; and 14% feel school is "bad".

2. At the junior high schools, there were six drop-outs.

3. At the senior high school, there were 92 drop-outs which is 5.5% of that population. This is slightly higher than the state average of 4.5%.

4. At the senior high school, there are 99 professional staff members for a 16 to 1 teacher-pupil ratio. Per pupil operating costs are $1,170.

5. At the junior high schools, there are 86 professional staff members for a 17 to 1 teacher-pupil ratio. Per pupil operating costs are also $1,170.

6. At both the junior and senior high schools, there are ten full time guidance counselors plus a director who provides a wide range of pupil personnel services.

7. At the senior high school, 36% of the graduates enroll in two and four year degree granting colleges and universities as well as schools of nursing, cosmetology, and other programs. It is interesting to note that during the past five years there has been an overall decrease in the number of graduates pursing formal education beyond high school. However, most of the decrease has occurred in applications to four year collegiate institutions.

8. At the secondary school grade levels, there are 581 additional students attending area private schools.

9. At the senior high school, there are enrolled 128 "shared-time" pupils who attend the area vocational center.

The district actively participates in a variety of federally and state funded programs. They include:

1. Elementary-Secondary Education Act-Title I (Parts A.B.C.) for Disadvantaged Youth, Title II for Library and Media Materials, and Title III for Innovation.
2. PL 89-313 for Special Education.
3. National Defense Education Act for Equipment.
4. Neighborhood Youth Corps.
5. Adult Basic Education.
6. Career Education.
7. ERIC Information System as a site center.
8. Alcohol and Drug Education.
9. School Feeding Programs.

A purpose of including the afore mentioned information is to reinforce both the need for this project and the capability of the school district to successfully implement the key components of guidance services, career clusters, and articulation.

STUDENT PLANS

From July 1975 to June 1976 Student Plans developed from an idea outlined in the original SPACC Proposal to a Career Planning Program for students grades 7 - 12. During July 1975 the Career Developer began meeting with members of the Vermont State Department of Education and the Burlington School District who had contributed their ideas to the concept of Student Plans. The results of these meetings provided the guidelines for the SPACC Student Development Plans.

In September 1975 a Student Plan Task Force, advisory to the SPACC Project, was established to help develop and implement Student Plans for a target group of students in the Burlington School District. The Task Force was composed of teachers, students, counselors and a member of the community. The Task Force helped to decide the role of students, teachers, counselors and parents in the Student Plan process. They reviewed and gave final suggestion on: The Career Planning Sheet, Career Folder, Teacher/Counselor Log, schedule for completion of Student Plans in year one, letters to parents of the sample population, selection of the sample population, activities to use with students in the Student Plan process and criteria for identification of potential dropouts. The Task Force met once or twice a month, in the evenings, from September to January 1976.

In November and December of 1975 300 students, 100 each from grades 7, 9 and 11 were randomly selected to participate in the Student Plans program. Most of the 12 counselors and teachers who volunteered to work with the sample population had been attending the SPACC Career Education Workshops since August 1975. They had been trained in developing activities in each of the components of the SPACC Career Education Model. A series of "team meetings" were held at each of the three schools participating in the program once the program was started in February.

In February 1976 the 300 students in the sample population began the Student Plans program under the directions of one of their classroom teachers. Between February and June the 7th graders covered the first four components of the Career Education Model: SELF AWARENESS, VALUES CLARIFICATION, DECISION MAKING AND CAREER AWARENESS. The 9th graders also covered CAREER EXPLORATION and the 11th graders also covered CAREER EXPLORATION and PREPARATION AND PLACEMENT. Each student in the sample population had a Career Folder which was kept in the classroom. When the student completed an activity in one of the components of the model the activity was recorded on the Career Planning Sheet. Each teacher and counselor working with the sample population had a blue notebook in which they kept a log of the activities they used with the students.

In June, July and August 1976 the Career Developer reviewed the work completed by the counselors, teachers and students in the sample population. The folders and Career Planning Sheets were reviewed and a handbook was developed for the second year. In 1975-1976 Student Plans were more of a PROCESS, of developing, planning, testing and re-testing. In the summer of 1976 we reviewed the PROCESS and decided which parts of the PROCESS we wanted to include in the Student Plan program for 1976-1977.

CAREER CLUSTERS AND CURRICULUM

Last summer, 1975, we had a proposal with a list of objectives. This summer, 1976, we have met most of those objectives and gone beyond them in many significant ways.

Working with the professional staff we have developed a career development model with six components. Each component has been broken down into sepcific objectives by grade level. By September of this year the professional staff will not only have gained an understanding of the objectives, they will have developed activities for each of the objectives they will implement in their work.

We have developed a training program complete with handbooks. The teachers have experimented with the different activities and have decided what is usable.

Teachers are doing more career development activities in their classes than ever before. The workshops have excited them about the idea. We have come to their classes to demonstrate how it can be done; and teachers have with our encouragement striven to widen the boundaries of their classes to include more information about the world of work.

We have developed a resource center for the professional staff. Throughout the year they have made extensive use of it. Many teachers have brought their students so that they could use the many different materials about careers.

The professional staff is gaining more and more of an understanding of the clusters. Material that have been created by other project have been distributed to them. Teachers have planned and used specific activities for the various clusters.

We have established a linkage with the vocational center. We have taken the project to them, and we have in turn asked them to share their expertise with other members of the project. We have helped them with curriculum development, and we have asked them to help teachers in other disciplines develop career related activities. The Co-op Coordinators have agreed to assist in setting up and coordinating shadowing experiences for the high school students.

We have begun to form Career Education Teams at each of the schools. These teams will act as coordinators of the Career Education activities in each of the schools.

The community is playing an increasingly important role in the project. We have had speakers in to talk to teachers and students about their jobs. We have set up shadowing experiences for teachers and students. We have maintained contacts with the Department of Employment Security, the Chamber of Commerce, and other community agencies. We hope to involve parents more in the project this coming year.

Finally, we are developing a handbook of the entry level jobs in the Burlington area. The handbook will be an invaluable tool for curriculum development, setting up shadowing experiences, and finding jobs for students.

Results And Accomplishments

After only one full year of operation we feel our successess have been substantial considering that activity in Career Education on a secondary level had been minimal in the past. We feel strongly that we were successful in the following four areas.

1. Inservice Workshop Program -

   As stated earlier this has been one of the most successful aspects of the project. The appendix contains a schedule of the sessions as well as programs for individual workshops.

2. Development of a Guidance Model (Student Plans) -

   We feel we have a career development model which we call Student Plans and which will be implemented during the second and third years of the project. A handbook on How To Do It is available.

3. Curriculum Development -

   Project staff with the help of teachers in the district have developed curriculum and classroom activities for the six Career Education concepts that the project is dealing with. This Handbook of Strategies is available separately.

4. Establishing a Resource Center -

   The project has purchased a wide variety of instructional materials for use in the classroom. These materials give the teachers the support they need in infusing the concepts of Career Education into their curriculum.

EVALUATION

Evaluation Report

Submitted By

Dr. Herbert Tilley

Director of Research And Development

Vermont State Dept. of Education

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ANNUAL

EVALUATION REPORT

STUDENT PLANS AND CAREER CLUSTERS

Dr. Herbert Tilley
Third Party Evaluation
Vermont Department of Education
July 1, 1975 - June 30, 1976

STUDENT PLANS AND CAREER CLUSTERS

YEAR ONE

Things that worked:

1. Using task forces to do detailed planning.
2. Participating in regional and national conferences.
3. Developing some products - e.g. curriculum materials.
4. Having open communications with the Third-Party Evaluator.
5. Planning and implementing workshops around a model (Student Planning Process).
6. Participating in evaluation teams of other projects.
7. Establishing an extensive resource center for immediate response to teacher needs.
8. Using a "trickle up" approach rather than a mandate to implement the project.
9. Evaluating resource materials through teacher use.
10. Planning activities in-depth and proceeding cautiously.
11. Using workshops as a means to implement career education.
12. Working in smaller groups to implement the project rather than the entire system the first year.
13. Working with the University of Vermont.

STUDENT PLANS AND CAREER CLUSTERS

YEAR ONE

Things that could have worked better:

1. Involving community members in project awareness.
2. Providing a greater incentive for a second site to become involved.
3. Assisting teachers to spread the "Good Word".
4. Providing a more concrete student planning process for senior high students.
5. Raising the awareness level of vocational personnel about the SPACC project.
6. Involving greater numbers of senior high personnel.

CAREER EDUCATION PERCEPTIONS OF TEACHERS

In May 1975, the instrument, "Perceptions of Career Education" was administered to all of the Burlington Secondary School teachers. The results were reported in the semi-annual evaluation. In May 1976, the instrument was administered to those teachers who have participated in the project during the first year.

The results of the pre and post Perceptions of Career Education are reported in Table I.

TABLE I

TEACHER PERCEPTIONS OF CAREER EDUCATION

N=26

	Desirable			Exists			Discrepancy Yes		Percent Change
	Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
1. The school's goal should compass career education..........	88	0	12	54	12	27	34	63	+29%
2. Such segments of the community as business, industry and other employers should influence the school's curriculum..............	69	4	27	42	27	23	27	33	+6%
3. The school should arrange for on-the-job work experience which is not supervised by school staff....	58	23	19	19	27	54	39	25	+14%
4. The school should arrange for on-the job work experience (for students generally) to be supervised by school staff cooperating with employees....................	88	4	8	46	12	42	42	36	+6%
5. The school's curriculum should contain elements designed to orient or acquaint all students with career opportunities and job characteristics..............	88	0	12	54	23	23	34	72	+38%
6. The school's curriculum should be designed to meet the needs of all students, those who will attain a baccalaureate degree and those who will not.....................	88	0	12	58	15	27	30	38	+8%

TABLE I CONT.

		Desirable			Exists			Discrepancy Yes		Percent Change
		Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
7.	The school should teach all students how to work (such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits generally)......................	85	4	11	27	31	42	58	63	+5%
8.	The school should assume responsibility to assist all types of students who leave the school (via graduation or dropout) in becoming located in an appropriate learning and/or working environment.....................	46	15	39	23	23	54	23	44	+21%
9.	The school's curriculum should equip students to cope with the possible eventual necessity to change from one occupation to another.........................	81	0	19	12	46	42	69	76	+7%
10.	Career education should be provided at the following levels in the School District:									
	A. Grades K - 5...............	58	8	34	19	15	65	39	54	+15%
	B. Grades 6-7-8...............	77	4	19	38	8	54	39	76	+37%
	C. Grades 9-10-11-12..........	85	0	15	50	8	42	35	61	+26%
11.	The school should be primarily concerned with preparing students to attend a four-year college and acquire a baccalaureate degree..........................	4	81	15	8	65	27	4	8	+4%

TABLE I CONT.

	Desirable			Exists			Discrepency Yes		Percent Change
	Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
12. Career education should be offered during the summer months so as to make greater use of school facilities...............	31	27	42	8	42	50	23	35	+12%
13. Career education should be such as to have public appeal and an attractive image................	77	4	19	42	8	50	35	53	+18%
14. The school(s) should maintain some records on the placement and progress of students (in college and in employment to facilitate evaluation of career education in the school(s)................	73	4	23	27	12	61	46	62	+16%
15. Career education should by systematically articulated among the various grade levels............	85	0	15	12	15	73	73	79	+6%
16. The school should have a realistic picture of job opportunities and consider this in determining curricular offerings........................	86	4	10	31	27	42	55	66	+11%
17. School staff at the various grade levels should communicate and be fully aware of curricula (K-2) and otherwise cooperate in the effective articulation of career education courses......	69	4	27	8	35	57	61	66	+5%

TABLE I CONT.

	Desirable			Exists			Discrepency Yes		Percent Change
	Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
18. Advisory committees should be regarded as essential part of the school communication system..	65	4	31	12	15	73	53	27	-26%
19. There should be a set of operating policies for advisory committees which is well-known and available to all concerned...	58	8	34	8	15	77	50	68	+18%
20. The career education curriculum should be based upon current tasks or job analyses...........	46	12	42	12	8	80	34	49	+15%
21. Regularly certified staff should be supplemented in the classroom by persons currently recognized and employed as experts in various career fields...........	69	12	19	31	15	54	38	68	+30%
22. A wide variety of community resources should be utilized for career education................	92	0	8	46	15	39	46	69	+23%
23. Career education staff in the school should be qualified to perform in their field or specialization in industry......	38	1	50	12	12	76	26	33	+7%
24. Career education teachers should periodically work in industry to update their skill & knowledge..	27	2	50	4	27	69	23	29	+6%

TABLE I CONT.

	Desirable			Exists			Discrepancy Yes		Percent Change
	Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
25. Elementary grade level career education should be of an orientation nature rather than training to develop skills for employability..........................	77	8	15	31	4	65	46	50	+4%
26. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:									
A. Grades K-5.................	54	12	34	27	12	61	27	39	+12%
B. Grades 6-7-8...............	73	0	27	31	8	61	42	62	+20%
C. Grades 9-10-11-12..........	88	0	12	50	4	46	38	47	+9%
27. The school curriculum should be designed to develop some degree of employ-ability at the following levels: (Check all which apply)									
A. Grades K-5..................	4	38	58	4	27	69	0	5	+5%
B. Grades 6-7-8................	31	19	50	4	23	73	27	20	-7%
C. Grades 9-10-11-12...........	88	0	27	42	0	58	31	30	-1%
28. Career education aspects of the school curriculum should deal with the professions (such as engineering, medicine, law, etc.) as well as business & industry...	85	0	15	50	0	50	35	63	+28%

TABLE I CONT.

	Desirable			Exists			Discrepency Yes		Percent Change
	Yes	No	Dk	Yes	No	Dk	1976	1975	1975 - 1976
29. Counseling and guidance services should provide assistance which enable students to plan realistic careers...............	81	0	19	35	4	61	46	54	+8%

* + = positive change
  - = negative change

Forty percent (40%) of the teacher needs reported from the pretest (Semi-Annual Evaluation Report December 1975) have been eliminated. The following listing are those needs that continue. A need is identified when 50 percent or more difference exists between what teachers' think should exist and what the perceive actually exists.

TABLE II

COMPARISON OF TEACHER NEEDS WITH PRETEST

NEEDS IDENTIFIED FROM POST-TEST	PERCENT OF DIFFERENCE BETWEEN WHAT SHOULD EXISTS & WHAT DOES EXISTS	PERCENT DIFFERENCE COMPARED TO ONE YEAR AGO	IS NEED BEING REDUCED
1. The school should teach all students how to work such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits.	58%	63%	YES
2. The schools' curriculum should equip students to cope with the possible eventual necessity to change from one occupation to another.	69%	76%	YES
3. Career Education should be systematically articulated among various grade levels.	73%	79%	DOUBTFU

TABLE II (CONTINUED)

NEEDS IDENTIFIED FROM POST-TEST	PERCENT OF DIFFERENCE BETWEEN WHAT SHOULD EXISTS & WHAT DOES EXISTS	PERCENT DIFFERENCE COMPARED TO ONE YEAR AGO	IS NEED BEING REDUCED
4. The school should have a realistic picture of job opportunities and consider this in determining curricular offerings.	55%	66%	YES
5. School staff at the various grade levels should communicate and be fully aware of curricula (K-12) and otherwise cooperate in the effective articulation of career education related courses.	61%	66%	DOUBTFUL
6. Advisory committees should be regarded as an essential part of the school communication system.	53%	27%	NO
7. There should be a set of operating policies in advisory committees which is well known and available to all concerned.	50%	60%	YES

Teachers in the project (30-35) also indicated the extent that they knew about the project and U.S.O.E. Career Clusters. A reduction of 2% of those teachers who knew nothing about clusters occured from the beginning of the project to the end of year one. Those U.S.O.E. clusters that were known the least about are recorded in the last column on the following table, titled "Rank order of Clusters knowledge needs".

TABLE III

TEACHER PERCEPTIONS OF CAREER CLUSTERS

CLUSTER AREAS FROM POST-TEST	1975 RESULTS			1976 RESULTS			RANK ORDER OF CLUSTER KNOWLEDGE NEEDS
	YES %	NO %	DON'T KNOW %	YES %	NO %	DON'T KNOW %	
1. ** Construction..........	39	28	33	46	23	31	2
2. Labor Relations........	21	46	33	12	57	31	
3. * Manufacturing..........	39	28	33	50	19	31	5
4. Capital Investment.....	9	58	33	8	61	31	
5. Economics..............	18	49	33	15	54	31	
6. ** Transportation.........	41	26	33	58	11	31	11
7. * Agr. Business - Natural Resources.......	47	20	33	62	7	31	9
8. * Marine Science..........	27	40	33	35	34	31	3
9. Research...............	17	50	33	8	61	31	
10. * Environment............	25	42	33	35	34	31	4
11. ** Business & Office......	44	23	33	58	11	31	8
12. Advertising	16	51	33	8	61	31	
13. * Marketing and Distribution...................	42	25	33	54	15	31	6
14. * Communications Media....	45	22	33	58	11	31	7
15. * Hospitality & Recreation	24	43	33	58	11	31	12
16. Management.............	21	46	33	12	57	31	
17. Earth Science..........	4	63	33	8	61	31	
18. * Personal Service........	37	30	33	50	19	31	7
19. * Public Services.........	38	29	33	46	23	31	3
20. * Health.................	41	26	33	46	23	31	1
21. Public Education........	26	41	33	12	57	31	
22. ** Consumer & Homemaking...	38	29	33	54	15	31	10
23. ** Fine Arts & Humanities..	27	40	33	58	11	31	12

* 15 USOE CLUSTERS
** 5 CLUSTERS EMPHASIZED IN YEAR 1 OF THE SPACC PROJECT.

Table IV is a profile of those teachers actively participating in the project. It is significant that the teachers are experienced, come from a variety of disciplines and think they know more than a simple average about career education.

It is also significant that they along with other school personnel that the Third-Party Evaluation interviewed had strong feelings about getting more teachers involved; establishing more vocational involvement, and receive stronger encouragement from the administration to become involved with this Career Ed Project.

There were additional suggestions from the teachers for completing next steps in SPACC. It is suggested that all these suggested next steps be included in the second year of the project.

TABLE IV

PROFILE OF PARTICIPANTS

1. Schools

1	Burlington Area Vocational - Technical Center
10	Lyman C. Hunt Junior High School
11	Burlington High School
3	Edmonds Junior High School

2. Subject Areas

1	Career Development Coordinator	1	Guidance
1	Library	1	Reading, Writing
2	English	3	Science
2	Business	2	Biology
2	Industrial Arts-Electricity	1	Remedial & Alternative Sec. Ed.
1	Foreign Language	1	History
1	French	1	Social Studies
1	Spanish	1	Language Arts

3. Years of Teaching Experience

Combined total years - 321 years
Average experience - 13.96 years
Range - Low 6 - High 38

4. Years of completed training

60% - 4 years
40% - Graduate Degrees

5. Career Education Knowledge

1 2 3 [✓ 4] 5

Suggested Next Step In SPACC:
Get more involved
Voc. Ed. world-of-work programs useful to classroom teachers
Setting up more concrete experience for kids in and out of school
Get kids together from different schools, different grades
Organization of general career education programs
Make field trips easier. Administrators should encourage field trips

Suggested Next Step In SPACC Cont.:

More in-depth concentration - Time devoted to personnal efforts and growth.
Organization and Planning.
Preparation of materials.
Working and sharing with others at same level.
Exploring activities in Career Education of the nature planned in the past.

Job explanation was a high interest area.

What are schools doing with the information provided by SPACC so far?
What are schools doing to place students in jobs after graduation?

Experiences from other teachers relating to Career Education information provided by the SPACC project.

Encourage career related experiences in community related to English-Art, History, Political Science at high school level. ASPIRE can help with this.

Sharing of activities that have been successfully used by participants in the SPACC Project.

More working together to develop interrelated activities between subject areas.

Determine the relationship between Career Education and basic competencies.

Continue the collection and preparation of class activities for the various aspects of Career Education - especially those used successfully by teachers in our school district.

Continue to increase their library of resource material.

More intensive work in each SPACC objective. We have had at least one meeting on each objective. We would like to be able to choose one objective and spend several meetings on it.

Some time to get a handle on what I need and want to do relevant to classroom use of Career Education information and material.

Parent participation in some aspect of program. Parents would like to know more about what is going on in the schools.

Continue preparation of teachers to inovate Career Education projects in the classroom.

More classroom projects operating in various schools.

Next year develop a Career Guidance plan for the Burlington District with specific objectives for guidance, and subject matter areas.

Eight teachers (Biology, World History, Civics, Mathematics, Science, Distributive Education, English, and Foreign Language) wrote objectives, activities for students to complete the objectives and occupational clusters of the objectives.

An analysis of 19 Career Education objectives indicated the following levels of learning as defined by Benjamin B. Bloom in the "Taxonomy of Educational Objectives; Handbook I Cognitive Domain".

TABLE V

ANALYSIS OF COGNITIVE OBJECTIVES

COGNITIVE	BEFORE PROJECT	END OF 1st. YEAR, JUNE, 1976
Knowledge..................	0	12
Comprehension..............	0	2
Application................	0	3
Synthesis..................	0	0
Evaluation.................	0	2
TOTAL......................	0	19

There were no objectives written in the Affective Domain as defined in Handbook II, Taxonomy of Educational Objectives, Affective Domaine written by David R. Krathwol.

The student planning process continued to be developed during the first year. Since the areas reported are baseline data, there will be a longitudinal report in years 2 & 3.

The responses were made from a random selection of 7th. grade students who participated in the first year of the project.

It is interesting to note, however, that students in grade 7 were the most concerned about personal traits (humor, kindness, consideration), and valued happiness as a first choice.

Seventh grade students indicated that most of their decisions related to school.

TABLE VI
STUDENT PLANS - GRADE 7

"THREE THINGS I LIKE ABOUT MYSELF"

RESPONSE	CHOICE 1	CHOICE 2	CHOICE 3
Height........................	1	2	3
Overall physical appearance...	1	3	2
Hair..........................	4	2	0
Eyes..........................	0	0	3
Teeth.........................	0	2	0
Strength......................	1	1	1
Clothes.......................	0	1	2
Shoes.........................	0	0	1
Ears (Pierced)................	1	0	0
Sports........................	11	6	6
All around talents............	12	8	4
Relationship to friends and others....................	4	7	11
Personal traits (sense of humor, kindness, considerateness, etc.)........	20	19	13
Ability to play a musical instrument............	3	3	2
Religious background..........	0	1	0
No response to question........ 10			

TABLE VII
STUDENT PLANS - GRADE 7

"THREE IMPORTANT VALUES"

RESPONSE	CHOICE 1	CHOICE 2	CHOICE 3
Happiness....................	12	7	2
Family.......................	9	7	6
Money........................	8	6	9
Friends......................	3	7	4
School.......................	3	0	7
Love.........................	2	1	4
Freedom......................	2	1	4
Pets.........................	2	2	2
Honesty......................	2	1	0
Life.........................	2	0	2
Health.......................	0	10	3
Job..........................	1	0	1
Insurance....................	1	3	0
Others (Food, Loyalty, Kindness, Clothes, Time, People, Boys, Girls)	11	13	10
No Response....11			

TABLE VIII
STUDENT PLANS - GRADE 7

"THREE IMPORTANT DECISIONS"

RESPONSE	CHOICE 1	CHOICE 2	CHOICE 3
School..........................	23	24	20
Personal Grooming..............	4	7	4
Family..........................	9	8	4
Personality traits.............	6	1	9
Personal habits and activities..	10	7	6

Table IX reports year one base information. The results were for the most part positive.

Seventy-three percent of the 7th. grade students could correctly identify all parts of the student planning process. Seventy-five percent of the students thought that the student development plan was helpful. The reasons provided by students to indicate the helpfulness of the plan were consistent with the purpose and interest of including a student planning process in this project.

Sixteen percent (12 students) had negative feelings about the planning process. These feelings need to be carefully considered in meeting individual student planning needs.

TABLE IX

"STUDENT DEVELOPMENT PLAN SURVEY - GRADE 7"

QUESTION 1: IDENTIFY FOUR PARTS OF A STUDENT PLAN

All correct	49
One error	10
Two errors	5
Three errors	1
Four errors	0
Not completed	2

QUESTION 2: DO YOU THINK THE "STUDENT DEVELOPMENT PLAN" IS HELPFUL?

Yes	52
No	12
Don't know	1
No response	2
Responding "yes and no"	2

QUESTION 3: WHY DO YOU THINK THE STUDENT PLAN IS OR IS NOT HELPFUL?

POSITIVE RESPONSES

You learn to make up your own mind	12
Helps in some ways	1
Prepares you for life	6
Learn about work	7
Learn about yourself	12
Helps a lot	2
We learn from it	2
It was fun	2
Learn about others	2
You never have time to think about this anywhere else	1

NEGATIVE RESPONSES

I didn't learn anything	5
Helps some but not me	2
Doesn't help in some ways	1
Waste of time	1
I can pick what I want to do by myself	1
I don't believe it helped anybody too much	2
No response	19

Table X reflects pre and post survey results for grades 9 & 11 combined. There was a reduction in the number who could identify all parts of the student planning process and an equal number of students indicating the usefulness of student plans from the pre and post survey.

Post test results indicated an 88% positive response to the student plan.

TABLE X

STUDENT DEVELOPMENT PLAN SURVEY
GRADE 9 & 11 PRE & POST TEST RESULTS

QUESTION	PRE-TEST NO.	PRE-TEST PERCENT	POST-TEST NO.	POST-TEST PERCENT
IDENTIFY SIX PARTS OF A STUDENT PLAN				
All correct.............	21	23	7	10
One error...............	35	39	36	54
Two errors..............	12	14	13	20
Three errors............	18	20	8	12
Four errors.............	3	3	0	0
Five errors.............	0	0	0	0
Six errors..............	1	1	0	0
Not completed...........	0	0	3	4
DO YOU THINK THE STUDENT PLAN IS HELPFUL?				
Yes.....................	69	77	51	77
No......................	4	4	9	13
I don't know...........	0	0	1	2
Yes and No.............	0	0	1	2
No response............	17	19	4	6
WHY? (DO YOU THINK THE STUDENT PLAN IS HELPFUL?				
	POSITIVE RESPONSES			
Excellent guest speakers	1			
Gives a good look at your future in the world of work..................	11			
Exposed me to things I never knew about.......	1			
Know yourself better...	19			
Know the world of work better.................	12			
Make my own decisions..	6			
Everybody seemed to like it...............	1			
	NEGATIVE RESPONSES			
Hasn't told me much....	4			
Helps some but not me.....................	1			
I don't know what it is trying to teach us...............	1			
Other fields of learning are more important.....	1			

Table XI reflects that positive value development occurred in 35% of the work values identified by grade 9 students. Thirty-five percent negative work value development occurred. These negative work values were less severe than the positive work values. Thirty percent of the students indicated equal work value significance in the pre and post tests.

TABLE XI

PRE AND POST WORK VALUES - GRADE 9

WORK VALUES	PRE-TEST NO.	PERCENT	POST-TEST NO.	PERCENT	PERCENT OF WORK VALUE CHANGE
Short Work Week	0	0%	1	2%	+2%
Be Famous....................	4	7%	2	3%	-4%
Be Your Own Boss............	4	7%	4	7%	0%
Be Rich......................	5	8%	5	8%	0%
Have To Take A Lot Of Risk...	1	2%	1	2%	0%
Your Job Will Last.........	2	3%	5	8%	+5%
Work With Other People.......	4	7%	4	7%	0%
Same Duties Everyday.........	1	2%	1	2%	0%
Feel You Helped Other People......................	4	7%	7	11%	+4%
Chance To Be Alone..........	2	3%	1	2%	-1%
Have Many Different Things To Do......................	4	7%	6	10%	+3%
Respected By Other People....	5	8%	4	7%	-1%
Create Something New.........	1	2%	2	3%	+1%
Work With Your Hands.........	3	5%	3	5%	0%
Make Important Decisions.....	2	3%	4	7%	+4%
Live An Exciting Life........	5	8%	4	7%	-1%
Sell Things..................	0	0%	1	2%	+2%
Be A Leader..................	3	5%	2	3%	-2%
Design And Plan Things.......	3	5%	1	2%	-3%
Travel.......................	6	10%	1	2%	-8%

In Table XII, 11th. grade students indicated 10 things one does well, enjoys doing and are proud of doing. Those activities meeting cirteria of this question were swimming, cooking, babysitting, working, housework, reading, sewing, eating, bike riding. The purpose of collecting these data was to determine the areas of thought concerning present and future plan development.

TABLE XII
RESULTS OF STUDENT PLANS - GRADE 11, PRE AND POST TEST

"TEN THINGS ONE DOES WELL, ENJOYS DOING AND ARE PROUD OF DOING"

ITEM MENTIONED	NO. PRE-TEST	NO. POST-TEST
Acting	1	1
Advising	1	0
Archaeology	1	1
Babysitting	8	13
Badminton	0	2
Baking	2	2
Baseball	5	7
Basketball	1	4
Being A Christian	1	0
Being By Myself	2	2
Being In The Country	0	1
Being Known	0	1
Being Me	1	0
Being With Friends	0	2
Being With People	2	3
Bellhopping	0	1
Bike Riding	9	8
Bowling	4	1
Building	2	1
Building Models	0	1
Buying Clothes	4	2
Camping	2	3
Candy-striping	0	1
Caring For Animals	2	0
Carpenter	2	0
Carving	1	1
Cashier	1	2
Ceramics	1	0
Child Care	3	0
Church	1	1
Cleaning	7	4
Clerk	0	1
Coaching	0	1
Coin Collecting	1	0
Cooking	22	27

TABLE XII CONT.

ITEM MENTIONED	NO. PRE-TEST	NO. POST-TEST
Dancing....................	9	7
Decorating.................	1	0
Designing..................	1	0
Doing For One-Self.........	1	0
Drawing....................	9	5
Dressing...................	0	2
Drinking...................	1	0
Driving....................	5	7
Eating.....................	5	13
Embroidering...............	1	2
English....................	1	0
Exercise...................	1	1
Expressing.................	1	0
Farming....................	0	2
Fighting...................	1	0
Figure Skating.............	0	1
Fishing....................	4	2
Flirting...................	1	0
Flying.....................	1	1
Flying Frisbees............	0	1
Football...................	3	2
Friends, Being With........	5	0
Gardening..................	0	4
Geology....................	1	0
German.....................	1	1
Get Along With Family......	1	0
Get Along With People......	3	0
Girls......................	0	1
Going Out..................	1	3
Going To Church............	1	0
Going With Guys............	2	1
Graduating.................	1	0
Growing Plants.............	2	2
Guitar.....................	0	3
Gymnastics.................	3	1

TABLE XII CONT.

ITEM MENTIONED	NO. PRE-TEST	NO. POST-TEST
Handball	1	0
Having A Good Time	3	0
Haying	1	0
Health I	1	0
Helping People	14	9
Hiking	3	3
Homework	1	0
Horse Back Riding	14	16
Housework	0	7
Hunting	2	0
Ice Skating	1	3
Interior Design	0	1
Janitor Work	1	0
Jewelry Making	3	1
Keeping Busy	1	0
Keeping Room Clean	0	2
Key Punching	0	1
Knitting	4	2
Landscaping	0	1
Laying In The Sun	1	0
Learning	0	1
Liking People	1	0
Listening	1	1
Listening To The Radio	1	1
Living	2	2
Logging	0	1
Loving People	1	0
Making Crafts	1	0
Making Money	0	1
Making People Happy	1	1
Meeting People	2	4
Motor Cycling	2	0
Mountain Climbing	2	0
Movies	1	0
Mowing Lawns	0	1
Music	2	1

TABLE XII CONT.

ITEM MENTIONED	NO. PRE-TEST	NO. POST-TEST
Nature Lover	1	0
Needlepoint	4	2
Newspaper Delivery	1	0
Nursing	2	1
Painting	5	10
Partying	2	6
Photography	1	0
Piano	3	2
Pinball Games	1	0
Ping-Pong	3	0
Planning Things To Do	1	0
Playing With Plants	0	1
Playing With Records	0	1
Poetry	1	0
Pool	0	1
Reading	14	11
Rollerskating	5	4
Running	4	3
Sand Painting	1	0
School	5	5
Sculpturing	0	1
Sewing	14	13
Shopping	1	0
Singing	1	3
Skating	2	2
Skiing	6	6
Skin Diving	1	0
Sleeping	3	5
Snowmobiling	0	1
Snowshoeing	1	1
Soccer	0	1
Socializing	0	1
Softball	3	5
Speaking	1	1
Sports	2	1
Street Hockey	1	0
Sunday School	1	0
Swimming	16	25

TABLE XII CONT.

ITEM MENTIONED	NO. PRE-TEST	NO. POST-TEST
Talking	10	10
Tennis	10	7
Terrarium Making	1	1
Track	1	0
TV	3	1
Twirling	1	1
Umpiring	0	1
Vacationing	1	0
Visiting	2	0
Volleyball	2	1
Waitressing	2	2
Walking	3	2
Water Skiing	3	4
Weightlifting	2	1
Wood Crafting	1	0
Working	14	16
Working With Animals	2	0
Working With People	1	0
Wrestling	1	1
Writing	4	4

Table XIII reports changes between the beginning and end of the first project year that occurred for 11th. grade students in work values. Twenty-five percent of the students indicated positive work value development; sixty percent of the students indicated negative work value development; twenty percent of the students indicated no change between the pre and post survey of work values.

It would appear that the 60% negative work value development would indicate a need for greater emphasis in a structured, developmental student planning process for this age group of student. The work values identified by the students are consistent with the positive work value identified by Dr. Donald Super in Work Values Inventory, Administration Manual.

TABLE XIII

STUDENT PLANS FOR GRADE 11, PRE AND POST TESTING

WORK VALUES	RANK ORDER	PRE-TEST NO.	%	RANK ORDER	POST-TEST NO.	%	PERCENT CHANGE
Short work week	11	4	1%	9	9	3%	-2%
Be famous	11	4	1%	11	3	1%	0%
Be your own boss	9	7	3%	10	6	2%	-1%
Be rich	13	2	1%	8	8	3%	-2%
Have to take a lot of risks	12	3	1%	11	3	1	0%
Your job will last	2	25	9	3	25	10	+1%
Work with other people	1	26	9%	1	27	11%	+2%
Same duties everyday	12	3	1%	11	3	1%	0%
Feel you helped other people	1	26	9%	1	27	11%	+2%
Chance to be alone	8	8	3%	10	6	2%	-1%
Have many different things to do	3	23	8%	4	21	8%	0%
Respected by other people	1	26	9%	2	26	11%	-2%
Create something new	5	16	6%	7	14	5%	-1%
Work with your hands	4	21	8%	5	19	7%	-1%
Make important decisions	7	9	3%	10	6	2%	-1%
Live an exciting life	2	25	9%	5	19	7%	-2%
Sell things	10	5	2%	8	8	3%	+1%
Be a leader	7	9	3%	10	6	2%	-1%
Design&plan things	6	13	5%	7	11	4%	-1%
Travel	2	25	9%	6	17	6%	-3%

TABLE XIV

STUDENTS PLANS - COURSE OF ACTION - GRADE 11

The responses have been grouped according to U.S.O.E. Career Clusters. Numbers in parentheses refer to individual's responding to that particular career area.

CAREER CHOICE

A. BUSINESS & OFFICE (28)
   - IBM (2)
   - GE (1)
   - Travel agent (4)
   - Secretary (11)
   - Office work (1)
   - Typist (1)
   - Bank teller (1)
   - Bookkeeper (2)
   - Drug store clerk (1)

B. CONSTRUCTION (7)
   - Landscaping (1)
   - Painting houses (1)
   - Roofer (1)
   - Builder (4)

C. CONSUMER & HOMEMAKING (50)
   - Sewing instructor (1)
   - Child care/babysitting (7)
   - Working with children (1)
   - Nursery school (5)
   - Child care worker (1)
   - Working with young children (1)
   - Kitchen help - hospital (1)
   - Seamstress (2)
   - Baker (1)
   - Cook (10)
   - Waitress (6)
   - Busboy (1)
   - Restaurant worker (1)
   - Fast food service (1)
   - Kitchen worker - restaurant (2)
   - Baking/culinary (1)
   - Housewife (Mother) (5)
   - Housecleaning (1)
   - Cleaning (1)
   - Interior design (1)

D. ENVIRONMENT (3)
   - Forestry (1)
   - Horticulture (1)
   - Wildlife manager (10

TABLE XIV CONT.

CAREER CHOICE

E. HEALTH OCCUPATIONS (36)
    Social worker (4)
    Nursing (17)
    Medical or dental secretary (3)
    Nurse's aide (1)
    Physical therapist (3)
    Psychology (1)
    Radiology (2)
    Helping and servicing people (1)
    Sociology (1)
    Lab technician (1)
    Psychiatric aide (1)

F. HOSPITALITY & RECREATION (5)
    Bellhop (1)
    Umpire (1)
    Singer in band (1)
    Camp recreation worker (1)
    Sub-shop worker (10

G. MARKETING & DISTRIBUTION (20)
    Store clerk (6)
    Shoe department manager (1)
    Clothing Department Store (1)
    Working in a store (1)
    Cashier (8)
    Store manager (1)
    Sales (1)
    Pool company (1)

H. PERSONAL SERVICES (1)
    Cosmetologist (1)

I. PUBLIC SERVICE (24)
    School counselor (3)
    Teacher (8)
    Armed services (2)
    Stewardess (2)
    Artist (1)
    Writer (1)
    Journalist (1)
    Janitorial services (1)
    Veterinarian (4)
    Veterinarian assistant (1)

TABLE XIV CONT.

CAREER CHOICE

J. TRANSPORTATION (13)
  - Auto mechanic (4)
  - Small vehicle (engine) repair (5)
  - Automobile electricity (1)
  - Welding (1)
  - Automobile assembly line (1)
  - Truck driver (1)

EVALUATION OF QUESTIONS 1 AND 2

QUESTION 2: CHECK WHO: WOULD ASSIST YOU IN EXPLORING YOUR CAREER AREAS.

ASSISTANCE BY:
  - ASPIRE (3)
  - Career Information Center (7)
  - Guidance Counselor (4)
  - Teachers at BHS (4)

OTHER TEACHERS
  - Clothing and Home Furnishing (1)
  - D.E. (1)
  - Health (8)
  - Early Childhood (4)
  - Health Occupations (1)
  - Business Education (3)
  - Culinary (10)

NO RESPONSE (35)

Inservice workshops for the teachers were the most successful activities of the first project year. The approach to implement this project has been to have teachers assist other teachers. The core of teachers (approximately thirty) has been positive in each of the workshops. The teachers' workshops have provided individual projects for some teachers who desire such. The enthusiam and community feeling is highly evident in all of the workshops.

It is evident that the quality of the workshops meet teacher needs. It is also evident that SPACC has implemented Career Education with greater intensity at the junior high level than at the senior high level. However, the approach being used is a "trickle up" approach rather than a "mandate down".

Greater teacher involvement is anticipated for year two.

TABLE XV

"EVALUATION RESULTS FROM WORKSHOP - JANUARY 31, 1976. PARTICIPANTS (25)"

QUESTION 1: DECISION MAKING IS ......

Demonstrating understanding	14
Not demonstrating understanding	10
No response	1

QUESTION 2: I FOUND THE ACTIVITIES

Very helpful	18
Moderately helpful	4
Uninformative	1
No response	2

QUESTION 3: I SEE HOW DECISION MAKING RELATES TO CAREER EDUCATION

Yes	25
No	0
Maybe	0

QUESTION 4: I SEE HOW I CAN USE DECISION MAKING WITH STUDENTS. (NOTE: ANSWER IS INDICATED ON A REFERENCE LINE RANGING FROM DEFINITELY TO NOT AT ALL).

Definitely	21
Somewhere in the middle	4
Not at all	0

QUESTION 5: DO YOU WANT FURTHER TRAINING?

Yes	17
No	2
No response	4
Adding "maybe"	2

TABLE XV CONT..

QUESTION 6: COMMENTS. NOTE: "THESE WERE INTERPRETED AS DESCRIBED BELOW"

Indicating workshop was good to excellent	18
No response	7

TABLE XVI

"EVALUATION RESULTS FROM WORKSHOP - "SEX ROLE STEROTYPING" FEBRUARY 7, 1976
PARTICIPANTS (28)

QUESTION 1: UNDERSTANDING THE NATURE OF SEX-ROLE STEREOTYPING IS:

Important	28
Somewhat useful	0
Not significant	0
No response	0

QUESTION 2: I NOW SEE HOW I CAN PRESENT SEX-ROLE STEREOTYPING TO STUDENTS

Yes	23
Maybe	5
No	0
No response	0

QUESTION 3: THE ACTIVITIES WERE

Very informative	20
Somewhat informative	7
Not very helpful	0
No response	1

QUESTION 4: THE PRESENTATION BY JOYCE SLAYTON MITCHELL WAS

Excellent	20
Good	8
Fair	0
Poor	0
No response	0

QUESTION 5: COMMENTS (NOTE: THESE WERE INTERPRETED AS DESCRIBED BELOW)

Indicating workshop was good to excellent	20
Good, but	1
No response	7

TABLE XVII

"EVALUATION RESULTS FROM WORKSHOP - MARCH 6, 1976. PARTICIPANTS (29)"

QUESTION 1: CAREER EXPLORATION IS

Demonstrating understanding	22
Not demonstrating understanding	6
No response	1

QUESTION 2: I SEE HOW I CAN DESIGN CAREER EXPLORATION ACTIVITIES FOR MY STUDENTS

Yes	20
Maybe	8
No	0
No response	1

QUESTION 3: I WOULD LIKE MORE HELP IN DESIGNING CAREER EXPLORATION ACTIVITIES FOR MY STUDENTS

Yes	11
No	6
Added their own response "maybe"	5
No response	7

QUESTION 4: COMMENTS ON THE CAREER EXPLORATION PACKET

Indicating packet good to excellent	19
Good, but	9
No response	0

QUESTION 5: COMMENTS ON THE WORKSHOP

Indicating good to excellent	22
Good, but	5
No response	2

TABLE XVIII

"EVALUATION RESULTS FROM WORKSHOP - APRIL 6, 1976. PARTICIPANTS (26)"

QUESTION 1: THE SHADOWING EXPERIENCE WAS	
Valuable	23
O.K.	2
Not informative	0
Added own comment "not a shadowing experience"	1
No response	0

QUESTION 2: THE TASK ANALYSIS FORM WILL BE	
Very helpful for the students	11
Helpful	14
More a bother than they are worth	0
No response	1

QUESTION 3: I WOULD LIKE TO SEE THE CAREER EXPLORATION PACKET CHANGED IN THE FOLLOWING WAY	
More informal	1
More concise	3
No suggestions	19
Make people on the job more familiar with it	2
Need column for attitudes necessary to succeed in job and less tangible skills	1

QUESTION 4: COMMENTS	
Indicating workshop excellent and enjoyable	17
Enjoyed it, but	5
No response	4

TABLE XIX

"EVALUATION RESULTS FROM WORKSHOP - MAY 8, 1976. PARTICIPANTS (21)"

QUESTION 1: I SEE THE RELATION BETWEEN MY COURSES AND THE CAREER AREAS OF INTEREST TO MY STUDENTS.

Definitely	18
So-So	2
No	0
No response	1

QUESTION 2: I SEE HOW I COULD INCLUDE MORE CAREER RELATED ACTIVITIES IN MY COURSES

Definitely	19
Maybe	1
No	0
No response	1

QUESTION 3: THE EXERCISE ON ACTIVITY DESIGN WAS

Very helpful	17
OK	4
Not worth it	0
No response	0

QUESTION 4: THE EXERCISE IN RESUME WRITING AND JOB INTERVIEWS WAS

Very useful	15
Helpful	6
Nothing new	0
No response	0

QUESTION 5: COMMENTS

Excellent	5
Interesting and useful	6
Some difficulties	3
No response	7

TABLE XX

"EVALUATION RESULTS FROM WORKSHOP - JUNE 5, 1976. PARTICIPANTS (26)"

QUESTION 1: DO YOU UNDERSTAND THE OBJECTIVES OF CAREER EDUCATION?

Yes	20
Some what	6
No	0
No response	0

QUESTION 2: HOW MUCH WILL CAREER EDUCATION BE A PART OF YOUR CLASSROOM ACTIVITIES? (NOTE: ANSWER IS INDICATED ON A REFERENCE LINE RANGING FROM "EXTENSIVE" TO "NOT AT ALL")

Extensive	14
Somewhere in the middle	12
Not al all	0
No response	0

QUESTION 3: IN WHAT AREAS WOULD YOU LIKE FURTHER TRAINING?

Self-awareness	9
Values clarification	10
Decision making	10
Career awareness	10
Career exploration	8
Preparation and placement	4
No response	5

QUESTION 4: HOW USEFUL WILL THE 15 U.S.O.E. CAREER CLUSTERS BE TO YOUR CAREER EDUCATION ACTIVITIES? (NOTE: ANSWER IS INDICATED ON A REFERENCE LINE RANGING FROM "VERY USEFUL" TO "NOT AT ALL")

Very useful	5
Somewhere in the middle	19
Not at all	2
No response	0

QUESTION 5: HAVE YOU DESIGNED AND USED ACTIVITIES THAT INVOLVE AT LEAST ONE OF THE CLUSTERS?

Yes	15
No	7
No response	4

TABLE XX CONT.

QUESTION 6: YOUR IMPRESSION OF THIS WORKSHOP

Indicating good impression	24
Not too impressed	2
No response	0

QUESTION 7: YOUR IMPRESSIONS OF THE WORKSHOPS LAST YEAR

Indicating good impression	22
Not too impressed	3
No response	1

Recommendations

Recommendations

We feel that there are three basic areas of concern that we must address ourselves to during the next two years. These are 1. The involvement of all secondary teachers and guidance counselors 2. The "connection" between academic classes and these teachers with the Area Vocational Center and 3. The involvement of the local community.

Although we have been pleased with the progress we have made with involving secondary teachers and guidance counselors we still have a long way to go before we can say that most or all of the secondary teachers are involved in some aspect of Career Education. We fully realize that some will embrace the concept more closely than others but we still must strive to actively involve all teachers in the process.

We have spent this first year groping for ways to more closely tie the Area Vocational Center at Burlington High School with the academic teachers and their classes. It has met with limited success. We will have to continue working in this area during the next two years.

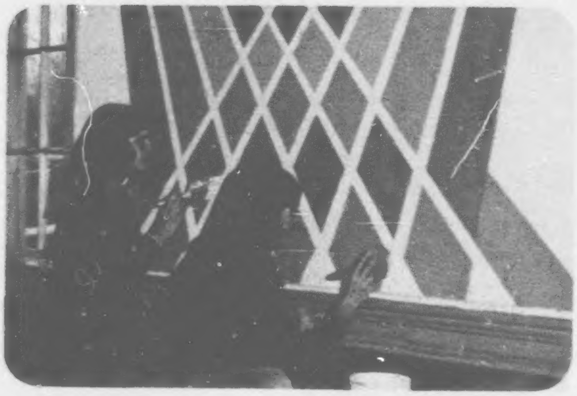
Finally the local community needs to "buy into" what we are trying to do. They have done this on a somewhat limited basis. We have contacted some sectors of the community and we have solicited their help and involvement. More work needs to be done if we hope to have the kind of community support that is needed for us to achieve our goals.

The project staff feels that we must, during the next two years, address ourselves to these areas.

1. Increase the number and availability of instructional materials so that it is much easier for teachers and students to make use of them.
2. Increase the number of teachers and guidance counselors who actively participate in the project.
3. Continue attempts to strengthen ties with the Area Vocational Center at Burlington High School.
4. Involve the local community more closely with the Career Education concepts especially in the areas of Career Awareness, Career Exploration and in Preparation and Placement.

III. Appendix

student plans and career clusters



SPACC

A Special Career Education Project
of the Burlington School District and
the State Department of Education.

Geometric Design by Wendy Martin

the project staff

Pasquale Dilego
Project Director

The Project Coordinator, Pasquale Dilego, is well known to the people of the Burlington school district, where, since 1970, he has been a science teacher and the head of the science department. Before that he was a science teacher at Chelsea High School, Chelsea, Vermont. In 1969 he was awarded a year's Ford Foundation Fellowship in a Leadership Development Program which he spent in various studies and projects in Vermont, Colorado, Florida, and Alaska.

Karen E. McGuire
Career Education Developer

The Career Education Developer is Karen E. McGuire. She was a high school guidance counselor for two years and worked as an information specialist for the New England Resource Center for Occupational Education. She has a M.Ed. in Guidance Counseling and Career Education from Northeastern University, Boston, Mass.

Dr. John Vogelsang
Curriculum Coordinator

The Curriculum Coordinator, Dr. John Vogelsang, has been a classroom teacher for five years at both the college and secondary level. He received his Ph.D. in English from S.U.N.Y. at Buffalo.

Terry Brouillard
Project Secretary

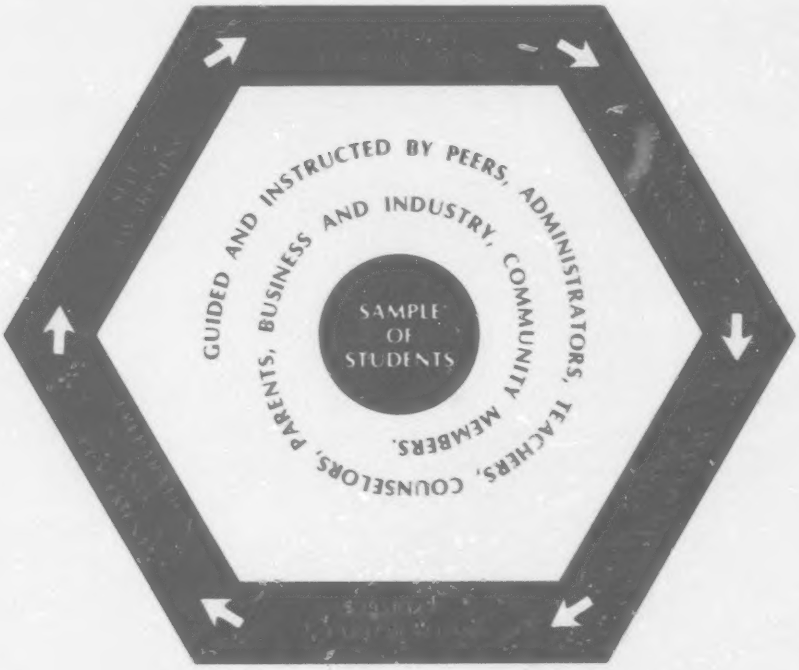
The project secretary is Miss Theresa Brouillard. Terry has worked as a secretary in the Burlington School District for the past three years.

the student plans

The Student Development Plan is the first component of the project. Student Plans are Career Development Plans for students in grades 7-12. The interrelated, ongoing process provides students with an opportunity to take a more active role in their career planning, to keep a record of their progress and to decide on a plan of action.

A sample population of students participate in learning activities in the components of Student Plans, including SELF AWARENESS, VALUES CLARIFICATION, DECISION MAKING, CAREER AWARENESS, CAREER EXPLORATION AND PREPARATION AND PLACEMENT. The activities occur both in and out of the classroom and involve interaction with community members, local business and industry, peers, parents, administrators, teachers and counselors.

Each student has a Career Folder, which includes a Career Planning Sheet and career information. The students keep a record of the career development activities and plan of action on their Career Planning Sheet. The plan of action includes the career areas they want to further explore.


GUIDED AND INSTRUCTED BY PEERS, ADMINISTRATORS, TEACHERS, COUNSELORS, PARENTS, BUSINESS AND INDUSTRY, COMMUNITY MEMBERS.
SAMPLE OF STUDENTS

career clusters and curricular articulation

The most important part of the second component of the project are the teachers of the Burlington school district. They are integrating career concepts into the present curriculum and are developing activities which will relate the U.S.O.E. Career Clusters to their subject areas.

Making use of available curriculum material, the teachers are designing self-awareness, values clarification, decision making, career awareness, career exploration and preparation activities for their students. Of the fifteen United States Office of Education career clusters five have been selected for use in the project. The teachers are devising subject related activities for "Construction," "Transportation," "Consumer and Homemaking," "Fine Arts and Humanities," and "Business and Office." These five clusters were chosen as a result of research conducted by the Burlington guidance staff and outcomes obtained from a three year Career Education exemplary project at the elementary grade level. The five clusters are only the initial goal of the project. As the need arises, teachers will develop activities for the other clusters.

The Burlington school system maintains close links with its community through an elected Board of School Commissioners, a vocational education advisory council, vocational craft councils, employers involved in student work study programs, and through agencies and institutions which provide field experiences and training for students in released time programs. These contacts play a significant role in the planning and implementation of career awareness and career exploration activities.

the site location

Burlington, the largest city in the state, is located in northwestern Vermont on Lake Champlain. It has a population of some 40,000 persons. The community contains many nationalities, the greater number, other than English, being of French descent. Less than one percent of the population is classified as non-white. Neighborhoods are grouped by income with low income areas upgraded by urban renewal programs. Following growth during the previous decade, the population has stabilized.

Predominant influences upon the city are the location of five major colleges, an I.B.M. plant, a Medical Center, and a variety of businesses and industries. Economically, their cumulative effect is beneficial as many jobs are provided even though the college properties do not contribute to the tax base which the school system needs for support of public education.

There are ten elementary schools enrolling 2,931 pupils in grades kindergarten through six. Two junior high schools and Burlington High School enroll 2,943 pupils in grades seven through twelve. This grading pattern provides for neighborhood schools at the elementary level and unification of programs, services, and facilities at the secondary level.

At the high school, students may select courses from a curriculum of college preparatory, business education, and vocational subjects. Based upon data obtained from the 1973-74 school year the following facts are presented:

1. At the senior high school, an assessment of student feelings indicates that 55% feel "good" about school; 32% feel school is "OK"; and 14% feel school is "bad."
2. At the junior high schools, there were six dropouts.
3. At the senior high school, there were 92 dropouts which is 5.5% of that population. This is slightly higher than the state average of 4.5%.
4. At the senior high school, there are 99 professional staff members for a 16 to 1 teacher-pupil ratio. Per pupil operating costs are $1,170.
5. At the junior high schools, there are 86 professional staff members for a 17 to 1 teacher-pupil ratio. Per pupil operating costs are also $1,170.
6. At both the junior and senior high schools, there are ten full-time guidance counselors plus a director who provides a wide range of pupil personnel services.

7. At the senior high school, 36% of the graduates enroll in two and four year degree granting colleges and universities as well as schools of nursing, cosmetology, and other programs. It is interesting to note that during the past five years there has been an overall decrease in the number of graduates pursuing formal education beyond high school. However, most of the decrease has occurred in applications to four year collegiate institutions.
8. At the secondary school grade levels, there are 581 additional students attending area private schools.
9. At the senior high school, there are enrolled 128 "share-time" pupils who attend the area vocational center.

The district actively participates in a variety of federal and state funded programs. They include:

1. Elementary-Secondary Education Act — Title I (Parts A, B, C) for Disadvantaged Youth; Title II for Library and Media Materials; and Title III for Innovation.
2. PL 89-313 for Special Education.
3. National Defense Education Act for Equipment.
4. Neighborhood Youth Corps.
5. Adult Basic Education.
6. Career Education.
7. ERIC Information System as a site center.
8. Alcohol and Drug Education.
9. School Feeding Programs.

A purpose of including the aforementioned information is to reinforce both the need for this project and the capability of the school district to successfully implement the key components of guidance services, career clusters, and articulation.

The information presented in this brochure was prepared pursuant to contract G-310-75-0011 with the Office of Education, U.S. Department of Health, Education and Welfare. Statements in this brochure do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

CAREER EDUCATION

> "In expressing a vocational preference a person puts into occupational terminology his idea of the kind of person he is; that in entering an occupation, he seeks to implement a concept of himself; that in getting established in an occupation he achieves self actualization."
>
> Donald Super

The current commissioner of education, Terrel H. Bell, has said that a truly educated person is prepared to choose the work he or she wishes to do. This choice is reached on the basis of self-examination and a knowledge of the opportunities that various vocations offer. The aim of Career Education is to provide teachers from all disciplines with the means for helping students to become truly educated people who can choose the work they want to do.

Through Career Education the students will see the relation between their school work and their own lives. They will clarify their goals and decide upon courses of action. They will learn about the job opportunities that exist in the world; and they will train for and gain the skills necessary to pursue those opportunities.

Career Education is a process by which students refine their awareness of themselves, their ability to choose, and their knowledge of the world, so that they will be in a better position to make educated choices about their own lives.

Career Education brings the community to the school and the school to the community. People come to classes to talk about their jobs. Students learn basic skills by doing job related tasks. In order to find out if they will like a job, students spend a few days following someone who does the job.

As we see it, Career Education has two parts: Self and The World of Work.

Self

Through counseling and classroom activities revolving around self-awareness, values-clarification, and decision making, the students will come to an understanding of who they are, what their interests are, what is important to them, and how to make decisions.

World Of Work

Through field trips, shadowing experiences, research, interviews, guest speakers, and on the job experience, the students begin to see themselves in relation to various occupations. They become aware of the jobs that exist, how they relate and are clustered, and what skills are required. They decide upon jobs to explore. They compare their assumptions about themselves to the demands of the jobs. They compare the jobs to their own needs and values. They can decide to explore more jobs, or they can decide to prepare themselves for the job that closely matches their interests and abilities. Some of the training may be available in high school, some may only be available in a college or apprenticeship program. They will know where they can attain that training and they will plan accordingly. Finally, upon graduating from high school the students will find employment in their chosen job or further their education.

STUDENT PLANS AND CAREER CLUSTERS
CAREER EDUCATION PROJECT
BURLINGTON, VERMONT

CAREER EDUCATION CONCEPTS	7	8	9	10	11	12	GRADE LEVEL
Self Awareness	☒	☒	☒	☒	☒	☒	
Values Clarification	☒	☒	☒	☒	☒	☒	
Decision Making	☒	☒	☒	☒	☒	☒	
Career Awareness	☒	☒	☒	☒	☒	☒	
Career Exploration			☒	☒	☒	☒	
Preparation and Placement					☒	☒	

S.P.A.C.C.
STUDENT PLANS AND CAREER CLUSTERS
BURLINGTON, VERMONT

STUDENT PLANS

BACKGROUND

Student Plans are Career Development Plans for students grades 7-12. The idea originated in the Spring of 1975 when members of the Vermont State Department of Education held a meeting of department personnel, teachers, counselors and administrators to outline what they called a Student Development Plan. Using ideas gathered from a Career Guidance, Counseling and Placement Project at the University of Missouri the group developed a rational and suggested format for the implementation of Student Plans. The document that was produced as a result of the Spring workshop provided the guidelines for the SPACC Student Development Plans.

DEVELOPMENT

Student Plans, which are in the first year of development, hope to provide students with a systematic, on going career development PROCESS in which students can actively participate and keep a record of their own career development. Students are participating in activities in each of the components of the Student Plan Model: Self Awareness, Values Clarification, Career Awareness, Decision Making, Career Exploration and Preparation and Placement. As the student progresses through the model he will be deciding which career cluster areas to explore. This will be part of his Career Awareness, Decision making and Career Exploration. The student will record this information on his Career Planning Sheet (Appendix A). Teachers, counselors and parents will be informed of the student's career areas of interest so they help provide the student with meaningful activities and experiences which will benefit the student in his career development.

A Student Plan Task Force, advisory to the SPACC Project, was established in September 1975 to help develop and implement Student Development Plans for a target group of secondary school students in the Burlington School System. The Task Force is composed of teachers, counselors, community members, SPACC personnel and students. The Task

Force, under the direction of the SPACC Career Developer, has helped to decide the role of teacher, counselor and student in the Student Plan process for year one, the number of sample students to go through the process in year one and their selection, and how to involve parents in the process.

IMPLEMENTATION

The SPACC proposal calls for a sample number of 7th, 9th and 11th graders to go through the Student Plan Process in year one. In November and December of 1975 300 students, 100 each from grades 7,9 and 11, were randomly selected to participate in Student Plans. Under the direction of one of their classroom teachers the students participate in activities in each of the components of Student Plans. The teachers, who are participating in the Career Education project, have been trained in developing activities in each of the components and have worked on integrating the activities into their subject matter. When the students complete an activity in one of the components he records the activity on his Career Planning Sheet. Each student has a Career Folder which is kept in the classroom and which includes his Career Education activities presented to the class and the class reaction. The teacher also writes the activity on a Lesson Plan Sheet and turns in the activity to the Career Education Project.

Ten percent of the sample population are also meeting with a Guidance Counselor to work on activities relating to Student Plans in greater depth. The counselor discusses activities the student completed in class but more importantly the counselor takes the process one step further. The counselor works with the student concentrating on his Career areas of interest. The counselor's work with students is geared more towards Career Awareness and Career Exploration activities. The pupose of the counselor involvement is to see if the student benefits from the extra attention the counselor is able to give to the student.

1975-1976 is an experimental year for Student Plans. We are trying many different approaches and many different activities relating to the components of Student Plans. In June and July 1976 we will be reviewing the work completed by the 12 counselors and teachers and 300 students and decide which ativities and which parts of the process were most beneficial to the students. We will look at the Career Planning Sheet and ask "Should it be revised?" We will also be deciding which commercially produced Career Education instruments we want to include in the Student Plan Program. In 1975-1976 Student Plans are more of a PROCESS, of developing, planning, testing and retesting. In the summer of 1976 we will be reviewing the PROCESS, and decide which parts of the PROCESS we want to include in a Student Plan PROGRAM for 1976-1977.

I. SELF AWARENESS

GOAL: The student will clarify her self concept and will examine how her self concept affects her career choice and her functioning in a work situation.

II. VALUES CLARIFICATION

GOAL: The student will clarify what is important for her, will recognize the fact that other people have their own values, will understand how her values affect her career choice, will determine the importance of work to her, and will compare her own values to those characteristic of workers in various occupational areas.

III. DECISION MAKING

GOAL: The student will develop the decision making skills she needs to prepare herself for the many important career and life choices she will have to make.

IV. CAREER AWARENESS

GOAL: The student will design a course of action for exploring a specific career cluster. She will gather data and information about the occupations within a cluster; she will identify the basic tasks of and the necessary educational preparation for the occupations that interest her; she will experiment with the required tasks; she will test whatever assumptions she has formulated about her self concept and career goals; and she will report the outcomes of her course of action.

VI. PREPARATION AND PLACEMENT

GOAL: The student will prepare to gain entry level employment or to continue her training in apprenticeship programs, technical schools, two year colleges, college, and any other form of education she has identified as pertinent to her career interest.

SPECIFIC OBJECTIVES BY GRADE LEVEL

GRADE 7

SELF AWARENESS

1. The student will understand that her self concept is how she perceives herself, what others tell her about herself, and what actions she sees herself performing in her environment.
2. The student will identify her self characteristics.

VALUES CLARIFICATION

1. The student will identify her values.

DECISION MAKING

1. The student will recognize the need to make decisions.

CAREER AWARENESS

1. The student will locate and use the resource information that is available about the world of work.
2. The student will become aware of the various careers that exist in her community.
3. The student will become aware of how the various careers are interrelated.

GRADE 8

SELF AWARENESS

1. The student will identify the factors that influence her self concept.
2. The student will understand that both she and others have their own unique self concepts.
3. The student will recognize how her relationships with others influence their behavior and affect her own self concept.

VALUES CLARIFICATION

1. The student will identify the factors that influence her values.
2. The student will recognize that just as she has values, others have their own unique values.

DECISION MAKING

1. The student will identify the factors which influence her choices.
2. The student will understand that decision making includes: identifying the problem, gathering and evaluating alternatives, selecting the best alternatives, designing and implementing a course of action and assessing how well the decision solved the problem.

CAREER AWARENESS

1. The student will identify the factors which may influence her career choice.
2. The student will continue to become aware of the various careers that exist in her community.

GRADE 9

SELF AWARENESS

1. The student will identify her needs and capabilities.
2. The student will identify who and what in her environment can satisfy her needs.
3. The student will recognize that people choose careers for various reasons.

VALUES CLARIFICATION

1. The student will evaluate the way she acts on her values.
2. The student will examine alternatives to her values.
3. The student will examine the consequences of the alternatives to her values.

DECISION MAKING

1. The student will use resource information and practical experience to identify alternatives from which she can choose.

CAREER AWARENESS

1. The student will become aware of the working conditions, the tools, the basic skills, the preparation requirements, and interests, associated with the different career areas in her community.
2. The student will become aware of how changes in the economic system affects the careers that are available.
3. The student will become aware of the connection between her educational preparation and the various occupations that exist in her community.
4. The student will become aware of how careers are organized into the 15 USOE Career Clusters.

GRADE 9 cont...

CAREER EXPLORATION

1. The student will understand that career exploration involves searching for sources of information, investigating the resources, experimenting with and testing her assumptions about herself, her values and her career goals.
2. The student will choose clusters to explore.
3. The student will design a course of action.

GRADE 10

SELF AWARENESS

1. The student will understand that her self concept will influence what career she will choose.
2. The student will analyze her self concept and her relations to others in order to determine career areas that are appropriate for her.

VALUES CLARIFICATION

1. The student will understand how her values affect her career choice.
2. After examining the values characteristic of workers in various occupations the student will compare them to her own values.
3. The student will identify career areas that are consistent with her values.

DECISION MAKING

1. The student will accept responsibility for her decisions by completing her course of action.
2. The student will be aware of the consequences of her decisions.
3. The student will decide which cluster matches her interests and abilities.
4. The student will choose a career area for which she will prepare herself.
5. The Student will decide on a course of study that will help her prepare for her chosen career.

CAREER AWARENESS

1. The student will continue to become aware of the working conditions, the tools, the basic skills, the preparation requirements, and interests, associated with the different career areas in her community.

GRADE 10 cont...

2. The student will continue to become aware of how changes in the economic system affects the careers that are available.
3. The student will continue to become aware of the connection between her educational preparation and the various occupations that exist in her community.
4. The student will continue to become aware of how careers are organized into the 15 USOE Career Clusters.
5. The student will understand that many skills may not have specific application to a career but can enhance her leisure time activities.

CAREER EXPLORATION

1. The student will use the resource information available to identify the skills and tasks basic to the careers of interest to her in a specific cluster.
2. The student will recognize that a person's career direction usually develops over a long period of time and that as she changes she may also change careers.
3. The student will recognize the various degrees and the kinds of educational preparation required for the occupations within a specific cluster.
4. The student will perform some of the basic tasks for the careers of interest to her in a specific cluster.
5. The student will determine whether the cluster she has chosen actually matches what she has established as her goals, values, abilities, and vocational interests.

GRADE 11

SELF AWARENESS

1. The student will understand how her self concept affects her functioning in a work environment.

VALUES CLARIFICATION

1. The student will continue to examine the values that are characteristic of workers in various occupations and compare them to her own values.
2. The student will continue to identify career areas that are consistent with her values.

DECISION MAKING

1. The student will review the decision making process to help her with post high school plans.

CAREER AWARENESS

1. The student will continue to become aware of career possibilities within her chosen cluster and in related clusters.
2. The student will recognize that she needs to have a broad base of skills which will enable her to persue more than one career because many occupations may not be available to her.

CAREER EXPLORATION

1. The student will continue to explore her career areas of interest through classroom activities, school and community resources, and/or shadowing.
2. The student will report the outcome of her course of action as it is completed.

CAREER PREPARATION

1. The student will compare the skills she possesses with the skills she needs for her chosen career area.
2. The student will learn how to complete job seeking tasks such as job letters, job applications, resumes, telephone inquiries, and job interviews.
3. The student will understand the work habits and attitudes necessary for her chosen career area.
4. The student will understand the responsibilities associated with her chosen career area.

GRADE 12

SELF AWARENESS

1. The student will understand that a career contributes to her self concept.

VALUES CLARIFICATION

1. The student will determine the importance of work to her.

DECISION MAKING

1. The student will choose a job or some form of further education.

CAREER EXPLORATION

1. The student will continue to explore her career areas of interest through classroom activities, school and community resources, and/or shadowing.
2. The student will continue to report the outcome of her course of action as it is completed.
3. The student will understand how the skills which she develops for one career area can be transfered to another career area.

CAREER PREPARATION

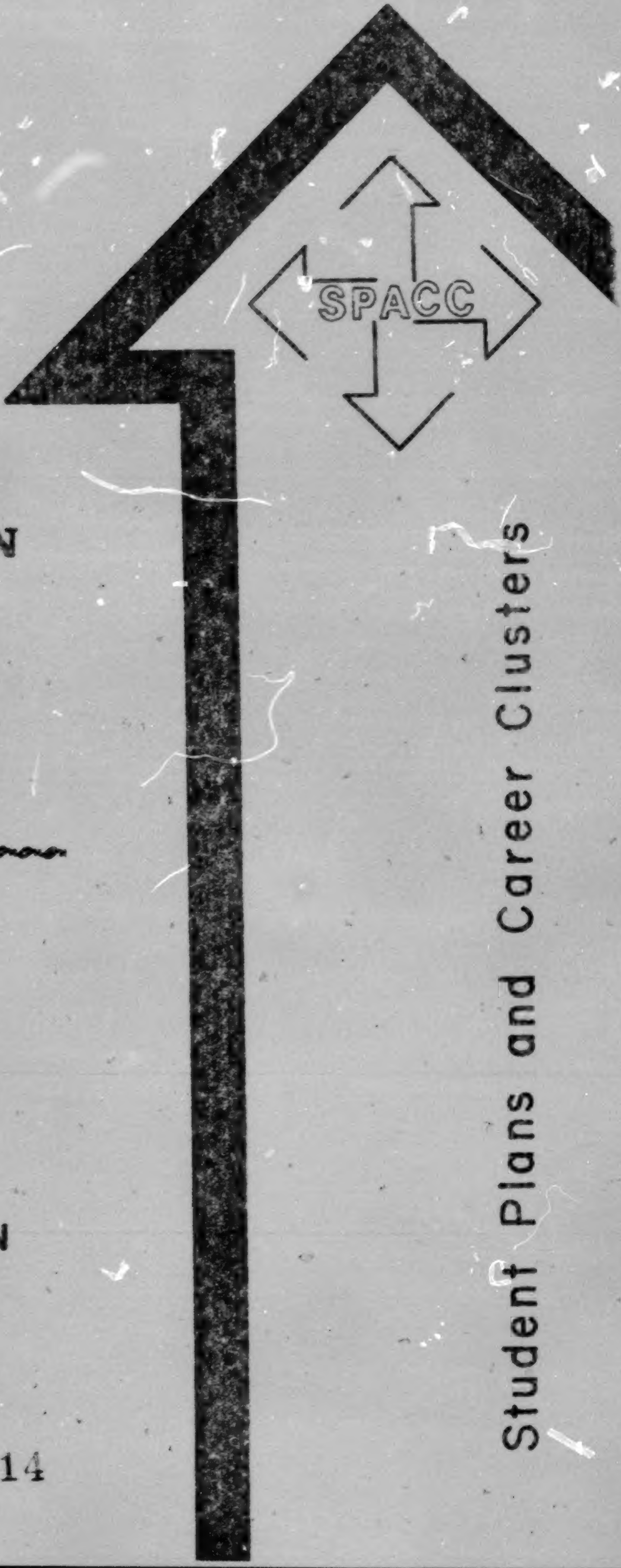
1. The student will know how she can obtain further job training.
2. The student will demonstrate the basic skills which will qualify her for entry level employment or for further training.

GRADE 12 cont...

3. The student will continue to learn how to complete job seeking tasks such as job letters, job applications, resumes, telephone inquiries and job interviews
4. The student will continue to understand the work habits and attitudes necessary for her chosen career area.
5. The student will gain entry level employment or continue her education.

CAREER EDUCATION
IN BURLINGTON

PREPARATION AND PLACEMENT



Student Plans and Career Clusters

CAREER EDUCATION

BURLINGTON, VT.

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CAREER PREPARATION AND PLACEMENT

The excitement of watching an air controller guide a plane in for a landing and the joy of using the radar equipment is over. The student has a wish, and he does not want to wait until he graduates to begin to learn what he needs to know. The student has explored various career possibilities and he has come to an independent decision about the course he would like his life to take; now, he wants to begin to make his decision an actuality.

Many of the student's high school courses are providing him with preparation for a career; he and his teacher only have to be more aware of the relation between the course and the career. However, in order to be able to act upon his decision the student must not only learn the basic skills for a career, he must know how to obtain employment. Career Preparation and Placement, the last component of the SPACC model, has two major aims: the student prepares for employment or for some form of further education, and the student learns how to find a job. The student relates his courses to his career goal, the teacher expands the course to provide individual preparation, and the student learns how to write a job letter, a resume, and a job application, and how to make telephone inquiries, and take job interviews.

After the student identifies the skills he needs for a career, he compares those skills to ones he possesses already. He decides upon a course of study to help him learn the skills he does not know and to refine the skills he has. He participates in a work-study or co-op program if one exists for his career area. He completes learning packets specially designed to prepare him in the skills he needs while he learns about literature, biology, social studies, or any other course material.

As a part of a writing class the student learns how to write a job letter, a job resume, and a job application. For a social studies assignment the student conducts a telephone survey in order to learn how to use the telephone and how to make telephone inquiries.

At the end of his period of preparation the student should be ready to gain entry level employment or to continue his education. This is where placement becomes important. Making use of the available information, the student's teachers and guidance counselor advise the student of the available jobs and of the best educational program for him.

Placement should never be considered a guaranteed procedure. Economic trends may force the student to seek other careers than the one he chooses. As an outcome of the SPACC career development process the student will be aware of many careers that are closely related to his original choice; he will see also that as he applies what he learns in his courses to one career area he can translate his skills into the requirements for another career area. The course of most people's working life is a movement from one job to another as they transfer what they learn to another set of tasks. Acting upon a career decision may mean that the student constantly faces the problem of what to do when there does not seem to be any opportunity to realize his wish. We can provide him with the tools which he can use in his own way to deal with the problem.

In the following pages you will find a skill assessment form, a resume kit, and information about job applications, situation wanted ads, job resources, and getting an interview that can be duplicated and given to students. There are also some suggestions for classroom activities.

Skill Assessment Form

Instructions:

Using your job analysis sheet from the Exploration Packet or the data you have gathered about a career, fill in the Skills Needed column. Make sure you list the skills separately according to whether they are communication, science, mathematics, or mechanical. Also list the kinds of information you need to know how to use. Assess your performance by filling in the next column with the numbers 1 to 5. They stand for the following:

5--excellent
4--good
3--fair
2--poor
1--cannot do it at all

Indicate whether you desire more training in the skill; and then fill in the names of courses you will take to get that training.

STUDENT SKILL ASSESSMENT

Skills needed for Career Area	Your Present Performance	Desire More Training		Courses
CAREER:	5 4 3 2 1	Yes	No	

THE RESUMÉ

A resumé sells YOU! The first contact you have with a prospective employer is often through your resumé. It informs the employer of your accomplishments, educational and personal background, work experience and interests. Your resumé should tell an employer: 1) Who you are, 2) What you know, 3) What you have done, and 4) What you would like to do. Think of yourself as an employer who has to review 100 resumés and choose 5 people to interview. What kind of resumé would catch your attention?

WHERE TO BEGIN

Start by filling out the "Resumé Outline for High School Students." Sometimes it is not easy to think about the things you do well. Have a friend, parent, guidance counselor or teacher help you fill out the outline. The outline includes:

1. High School Program and Major Courses Studied in that Program.

   Are you in a vocational, college prep. or general program? List the important courses you studied in your program, i.e. math (3 years) or woodworking (2 years).

2. Favorite Subjects.

   List the courses you liked the best. If you do not have any favorite subjects then ask yourself the following questions: Do you like the program you are studying? Do you know of another program that you might be interested in? Are you interested in certain subjects but there are not courses offered in that area? Is there someone who can help you make your program more interesting?

3. Important Academic Achievements.

   List all recognition, honors and awards that you received in your courses. Are you on the honor roll? Did you receive an award for a project you did in class?

4. Important Non-Academic Achievements.

   List the things you do well and enjoy doing. Do you work at the Youth Center, repair cars, babysit, get along well with people?

5. Extracurricular Activities.

   List all activities you have been involved in at school outside of your regular courses i.e. sports, clubs, yearbook, committees.

6. Hobbies.

   List all hobbies and special interest you have and are involved in outside of school.

7. Work Experience.

   Include all work experience, paid or unpaid, full or part time and volunteer work. Did you help collect for the heart fund, help a teacher with some filing and typing, work at a summer job, volunteer to work in the hospital?

8. Career Goal/Plans After High School.

Write down what you want to do after you graduate, the kind of job or further education you are interested in. Remember, goals and plans change as your interests change, so do not be afraid to write something down and change it later on.

Now that you have finished the outline try writing a rough draft of a resume.

RESUME OUTLINE FOR HIGH SCHOOL STUDENTS

1. High School Program and Major Courses Studied in that Program:

2. Favorite Subjects:

3. Important Academic Achievements:

4. Important Non-Academic Achievements:

5. Extracurricular Activities:

6. Hobbies:

7. Work Experience: (full and part time, paid and volunteer work)

8. Career Goal/Plans After High School:

WRITING THE RESUME

A resume must be easy to read! Limit yourself to one page only. Type your resume or have a professional typist type it for you. Have an offset printer make copies or use a good, clean duplicating or photocopying machine. Use words that will stand out and tell the employer that you have really done something!

Sample Words to use in a Resume

INVESTIGATED
VOLUNTEERED
CONSTRUCTED
INVENTED
TRAINED
SOLD
ADVISED
CALCULATED
ASSISTED
BUILT
UNITED
PROMOTED

ORGANIZED
CREATED
LOCATED
PLANNED
ARRANGED
CONTRIBUTED
DIRECTED
CARED FOR
ESTABLISHED
BOUGHT
PRODUCED

WROTE
OPERATED
APPLIED
SUCCEEDED
DISIGNED
COORDINATED
REGULATED
LED
COACHED
GATHERED
ORDERED

Can you think of any others? Look at your Resume Outline. Instead of saying "I worked on" or "I was responsible for" you can say you "coordinated, designed, directed, planned."

Your resume should include:

1. Personal Background.
   Your name, address and telephone number (area code). Optional facts you may include are height, weight, age or date of birth. However, these facts may be used as a way of excluding you from a job, so beware!

2. Job, Employment or Career Objective. (optional)
   A short statement about the type of job you are looking for or your career goal.

3. Education.
   In reverse chronological order list the schools you attended, the most recent being first. Include the dates of attendance, degrees, diplomas or certificates you received. Also include your major program or major courses studied.

4. Work or Employment Experience.
   In reverse chronological order, the most recent being first include all work and employment experience. Include full and part time, paid, non-paid and volunteer work experiences.

   List:
   - The name of the company or organization
   - The company's address
   - The dates of employment
   - Title of your job
   - Responsibilities of your job

   This is the most important part of your resume and should take up the most space.

5. Hobbies, Interests, Activities.
   This section is important for high school students who have little work experience but who can relate their activities and interests to the job they are seeking. Include hobbies, interest, important

academic and non-academic activities and achievements. A short statement gives the employer a better idea of you as a person. The employer is not just interested in the jobs you have had but the type of person you are, your personality, how you get along with other people and the things you are interested in.

6. References.

A short sentence saying that "References are available upon request." If you have enough room you can include the names, job titles, addresses and phone numbers of all references.

SAMPLE RESUME

Sandra Clark
10 West Street
Burlington, Vermont 05401
(802) 863-0202

JOB OBJECTIVE: Secretarial/Clerical Position

EDUCATION:

1973-1976
Burlington High School
Burlington, Vermont 05401
Program: Business Education

EXPERIENCE:

1975-1976
Typist and File Clerk
The Howard Bank, Burlington, Vermont 05401
Part of the BHS Cooperative Education Program the duties included:
- filing bank records and receipts
- photographing records on microfilm equipment
- investigating information contained in files
- typing reports

1974-1975
Cashier
Martins Food Store, Burlington, Vermont 05401
A part time job after school.

1973-PRESENT
Babysitter
Part time jobs babysitting for families in the Burlington area.

HOBBIES AND INTERESTS: Sports, particularly camping and swimming, Crafts and Music.

REFERENCES:

Mr. John Hines, Business Education Instructor
Burlington High School, Burlington, Vermont 05401
(802) 863-4521 Ext. 2002

Mrs. Bessie Smith, Personnel Director
The Howard Bank, Burlington, Vermont 05401
(802) 863-6167

JOB APPLICATION

BEFORE YOU APPLY

Make sure you have all the necessary papers before you fill out the job application. You will need:

Social Security Card and Number.

You must have a social security card and number to apply for a job. There is a place on every job application for a social security number. Your employer sends money to the federal government for your social security account. The number is also used for your local, state and federal taxes, driver's license, health and work permits. You can get a social security card by contacting your local or state social security office. Call or stop by the social security office and they will give you an application form. After you have filled out the application it takes a couple of weeks to receive your card, so apply early!

Birth Certificate.

You may need your birth certificate when you apply for a job to show proof of your age. Birth certificates may be required when you apply for a driver's license, social security card or work permit. Make copies of your birth certificate and keep the original in a safe place. If you can not locate your birth certificate ask:

1. Your parents or relatives if they have it.
2. Your school guidance counselor for assistance in locating it.

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ID: CN: DO: 022

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS	*(First Name)* *(Middle Name or Initial—if none, draw line ——)* *(Last Name)*
2 *Print* FULL NAME GIVEN YOU AT BIRTH	**6** YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*
3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*	**7** YOUR PRESENT AGE *(Age on last birthday)*
4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*	**8** YOUR SEX MALE ☐ FEMALE ☐
5 FATHER'S FULL NAME *(Regardless of whether living or dead)*	**9** YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐	(If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)
11 YOUR MAILING ADDRESS	*(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*
12 TODAY'S DATE	**14** NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.
13 TELEPHONE NUMBER	*Sign* YOUR NAME HERE *(Do Not Print)*

Form **SS-5** (9-75) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 022
58 Pearl Street
P.O. Box 592
Burlington, Vermont 05401

FOR BUREAU OF DATA PROCESSING

3. Write the city hall, county seat or state capital in the city and state where you were born. They should have a copy of your birth record and will send you a copy for a small fee.

Other papers you may need:

Health Certificate.

Many jobs in the Food and Restaurant Industry require that you have a health certificate. Find out if you need a health certificate before you apply for a job. Contact the local health department, school nurse or doctor to find out how to get a health certificate.

Driver's License.

You may need a driver's license for a job. In Vermont you cannot drive a vehicle on the job until you are 18 years of age. To get a driver's license contact your local or State Department of Motor Vehicles, or your Driver's Education teacher in school.

Work Permit.

Some states and cities require that young workers between certain ages get a work permit before they begin a job. Vermont DOES NOT require work permits. If you are working in a state or city that does require a work permit contact the state or local department of labor.

FILLING OUT THE JOB APPLICATION

1. Read the entire application before you begin to fill it out. If you have any questions ask the person in the personnel department, the person in charge or someone who is familiar with the job application.
2. Never leave a question blank. If the question does not apply to you write N/A or NOT APPLICABLE.
3. Always print or type an application. You may want to write the information on a piece of paper and then type it on the application or have someone type it for you.
4. Be honest, do not try to fake any information. The employer can usually tell if something is not true. When an employer finds out something is not true, you usually will not be hired for the job no matter how good your qualifications are.
5. Make up a list of references and carry it with you when you go to fill out a job application. That way there will not be any delay in filling out the application. Be sure to include the name, address, telephone number and occupation of all references.

APPLICATION FOR EMPLOYMENT

Last

First

Middle

PERSONAL INFORMATION

Date ________ Social Security Number ________

Name ________
Last First Middle

Present Address ________
Street City State Zip

Permanent Address ________
Street City State Zip

Phone No. ________ Height ________ Weight ________

If Related to Anyone in Our Employ, State Name and Department ________

Referred By ________

EMPLOYMENT DESIRED

Position ________ Date You Can Start ________ Salary Desired ________

Are You Employed Now? ________ If So May We Inquire of Your Present Employer ________

Ever Applied to this Company Before? ________ Where ________ When ________

EDUCATION

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work ________

What Foreign Languages Do You Speak Fluently? ________

Read ________ Write ________

Activities Other Than Religious (Civic, Athletic, etc.) ________
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(Continued on Other Side)

FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD:

List Any Physical Defects

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? In Vision? In Speech?

In Case of Emergency Notify
Name Address Phone No.

authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for s cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment f my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.
Employment Manager Dept. Head General Manager

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT)

Date

PERSONAL DATA

LAST NAME
FIRST NAME
MIDDLE INITIAL
MAIDEN NAME
SOC. SEC. NUMBER

PRESENT ADDRESS
CITY
STATE
How Long?
ZIP
PHONE NO

FORMER ADDRESS
CITY
STATE

Who is to be notified in case of Emergency?
Name
Phone Number

BIRTH DATE
HEIGHT
WEIGHT
U.S. CITIZEN? ☐ Yes ☐ No

MARITAL STATUS
☐ Single
☐ Married
☐ Divorced
☐ Separated
☐ Widow(er)

LIVING ARRANGEMENTS
☐ Own, Buying Home
☐ Renting
☐ Parents
☐ Other Relatives

FIRST NAME OF WIFE/HUSBAND:
HER/HIS PLACE OF EMPLOYMENT:
Children? How Many? Ages
Other Dependents? Who

MILITARY STATUS (MALE):
Fulfilled Military Obligation?
If Yes, Branch
From TO
Highest Rank
Reservist? ☐ Yes ☐ No
Current Draft Status

What Position are you applying for?
Are you seeking Full Time, Part Time, or Temporary work?
Have you ever applied for or worked here?
If yes, When?
List your Friends and Relatives working for us.
How did you happen to apply for work here?
If Employed, you will be Bonded by our Insurance Carrier;
Is there any reason why you would be disqualified for Fidelity Bond by an Insurance Company?

Have you any financial obligations?
If so, what amounts?

-20-

EDUCATION

HIGH SCHOOL:
Name
City/State
Dates Attended To
Grade Completed Graduated?

COLLEGE:
Name
City/State
Years Complete
Graduated? Date Left
Major
Minor

TECHNICAL, BUSINESS SCHOOLS:
Name(s)
Course(s)

PREVIOUS EMPLOYMENT (List previous employers starting with your last job)

COMPANY NAME
POSITION HELD. GENERAL DUTIES:
ADDRESS
CITY (ZONE) STATE
NAME OF SUPERVISOR
EMPLOYED FROM TO SALARY
REASON FOR LEAVING:

COMPANY NAME
POSITION HELD . GENERAL DUTIES:
ADDRESS
CITY (ZONE) STATE
NAME OF SUPERVISOR
EMPLOYED FROM TO SALARY
REASON FOR LEAVING:

COMPANY NAME
POSITION HELD . GENERAL DUTIES
ADDRESS
CITY (ZONE) STATE
NAME OF SUPERVISOR
EMPLOYED FROM TO SALARY
REASON FOR LEAVING:

COMPANY NAME
POSITION HELD . GENERAL DUTIES:
ADDRESS
CITY (ZONE) STATE
NAME OF SUPERVISOR
EMPLOYED FROM TO SALARY
REASON FOR LEAVING:

Please Complete Reverse Side

PERSONAL REFERENCES

NAME	OCCUPATION	ADDRESS

HEALTH INFORMATION

Do you use drugs other than when medically prescribed? ☐ Yes ☐ No Explain __________

When did you last see a Doctor and why? __________ Do you wear glasses? ______

When were you last confined to a Hospital and why? __________

Have you ever been confined to an Institution or Sanitorium? (When and Why) __________

Do you have any Physical Handicaps? (Explain) __________

Have you ever been refused Employment, or Resigned a Position for Reasons of Health? (When and Why) __________

Have you ever had any of the following conditions? (Check as Appropriate): ☐ Head Injuries ☐ TB

☐ Nervousness ☐ Diabetes ☐ High or Low Blood Pressure ☐ Ulcers ☐ Varicose Veins ☐ Epilepsy ☐ Reaction to Drugs

☐ Heart ☐ Back Trouble ☐ Hernia or Rupture ☐ Arthritis ☐ Allergies ☐ Asthma ☐ Fainting Spells

Are you willing to take a Physical Examination? ______ FEMALE: Pregnant? ____ Any Female or Menstrual Problems? __________

OTHER QUALIFICATIONS (Check only those skills which you possess or machines which you can operate)

____ TYPING ______ WPM ____ BOOKKEEPING ____ KEY PUNCH ____ ADDING MACHINE ____ DUPLICATING MACHINE

____ SHORTHAND ______ WPM ____ CASH REGISTER ____ TAB MACHINES ____ CALCULATOR ____ SWITCHBOARD

Other Skills and Abilities: __________

If requested by management do you consent to a lie dectector test? ☐ Yes ☐ No

If not, why not? __________

I Certify that all information submitted to the Company is complete and accurate. I understand that I will be bonded by an Insurance Carrier. In addition, any omissions or misrepresentations of information shall be considered sufficient cause for immediate dismissal. All references (except my present employer) may be checked with my full consent. I understand that the first three months of my employment are probationary. I also understand that management retains the right to payroll deduction for the balance of any account I may owe upon my termination. Upon termination of my employment I agree to sign a termination interview report. A failure to report for such interview is admission of voluntary termination.

Signature __________

APPLICANTS DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY: __________

EVALUATION:

133

EMPLOYED BY: __________

To Start on ______ Date

In ____ Loc. ______

As A ______ Position

At the Rate of ______

And a Status of:

Full Time

Part Time

CHECK LIST

Application ______

Pre-Employment Test ______

Federal Tax ______

Local Tax ______

State Tax ______

Clock Number ______ 137

If Minor, was Work Permit Obtained? ______

Retail Credit Report ______

Payroll Deduction ______

SITUATION WANTED AD

A good way to organize your experience and personal information into a concise and effective form is to write a situation wanted ad. This ad could be very useful when you have to present yourself in two minutes over a telephone. If you are having trouble compressing your experience into a one page resume, this exercise will help you to choose the information that is most relevant to the job.

A situation wanted ad is basically a thirty word summary of your qualifications. If you look in the classified section of the newspaper, you will find a few right after the help wanted ads:

> Office Work--High School Graduate seeks full time office work. Type 50 wpm, Organize files, Take dictation, Can operate most office machines.
> Call 863-4777

> Sales-- high school graduate seeks full time sales work. Well organized, Self starter, Planned sales campaigned for school class, Managed the receipts, Sold cards door to door, Took orders over the telephone. Call 864-7789

Activity 1

Situation Wanted Ad

1. The students think of a job they would like to have and could have immediately after graduating from high school.
2. After they have decided upon a job they write their own situation wanted ad using the action words in the resume kit to describe themselves.
3. They share and evaluate each other's ads.

JOB HUNTING RESOURCES

The following are a list of resources that will help you locate information about jobs in your town or city.

1. Yellow Pages of the Phone Book.
   One of the most important sources of information about prospective employers. Lists the organization's name, address and telephone number.

2. Annual City Directory.
   A complete, updated directory, it lists the name, address, telephone number and usually the manager's name of every company and organization in the city. Published every year, the City Directory can be found in the local library.

3. The Chamber of Commerce.
   Contact the local Chamber of Commerce for a listing of major businesses and organizations in the city.

4. Division of Employment Security (DES).
   A state and nationwide agency that has an updated listing of local and state-wide employment opportunities.

5. Private Employment Agencies.
   Private agencies that charge you a fee (up to one month's salary) to help you find a job. They usually contact prospective employers and set up the interviews for you. Sometimes they charge the employer a fee instead of you.

6. Local Youth Employment Agencies.

Often cities and towns have agencies specially designed to help high school age youth find full or part time jobs. To find out if there is a youth employment agency in your town contact the Chamber of Commerce, City Hall or your high school counselor.

GETTING THE JOB INTERVIEW

Two of the most commonly used methods for getting an interview are the letter of application and the telephone inquiry.

LETTER OF APPLICATION

When you write a letter of application you are trying to catch the reader's attention, impress them with your qualifications, and ask for an interview. Most employers only scan the letter; therefore, if you can make your appeal in one page, you have a better chance of getting the interview.

Be mindful of your audience. Know as much about the job and the business as possible before you apply. The letter should be addressed to a person and not a department. Make every effort to find out who does the hiring. You can do this by telephoning the company and asking for the name and title of the person.

In the first paragraph of your letter you should state the specific job you are applying for; do not apply for any job. The paragraph can end with a general comment about your qualifications.

The second paragraph or paragraphs should contain specific information about your experience and your qualifications for the job. At the end of this section refer to the resume you have enclosed with the letter.

Finally, ask for an interview. Be sure to tell the person when you are available and where you can be reached.

SAMPLE LETTER

142 Brook Avenue
Burlington, Vermont 05401
April 23, 1976

Mr. George Saunders
Personnel Manager
Havingpin Industries
12 Industrial Lane
Burlington, Vermont 05401

Dear Mr. Saunders:

Through the guidance office at Burlington High School I have learned that you have an opening for a general office clerk. The two year business program at Burlington High School, which I will complete on June 15, has provided me with the basic qualifications for the job.

In my courses at Burlington High School I have learned filing techniques and the operation of office machines. I can type 48 words per minute.

During the past year I worked at Jones and Jones Insurance Agency as part of a Co-op experience. I performed most of the duties of a general office worker.

Details of my work experience and education will be found in the resume I have enclosed.

May I have an appointment for an interview with you to discuss my qualifications in greater detail. I am available any time after 2:00. My telephone number is 864-2394.

Sincerely,

Mark Hatman

TELEPHONE INQUIRY

Many times an ad will have a telephone number and no address; or you may be trying to locate one of the many unadvertised jobs by calling businesses listed in the yellow pages. In that case you need to make a telephone inquiry. You are calling to find out what the job is or if one exists, to interest the person in your qualifications, and to ask for an interview.

Important points to remember are:

1. Try to obtain as much information as possible about the company and the job. You will be in a better position to say how you qualify for the job if you have this information.
2. Have a clear idea of what you are going to say about yourself. Be concise and direct.
3. Be sure to find out the name and title of the person to whom you are speaking.
4. A secretary's job is to screen telephone calls. If you know to whom you want to speak, you have a better chance to make it through the screening process.
5. Try to obtain a specific date and time for an interview.
6. Try to answer any objections. Some times the person is testing how you will respond.

Some common objections are:

1. We are looking for someone who is more qualified.
2. We are not interviewing now.
3. We have no openings at the moment.
4. The person who does the hiring is away for a week.
5. I will talk it over with my supervisor.

TELEPHONE INQUIRY cont.

6. I'll call you back.

7. We need someone more mature.

Activity 2

Telephone Inquiry

1. Each student thinks of a job he would like to have. He writes the job title at the top of a piece of paper. Under the job title he writes a brief outline of what he would say over the telephone.
2. Either one of the students or the teacher volunteers to be the "employer."
3. One at a time the students pretend to call up the "employer" and role play a telephone inquiry. The "employer" uses appropriate objections. If the student cannot answer an objection the class brainstorms some possible answers.
4. The students evaluate each other's inquiries.

THE INTERVIEW

Once you have obtained an interview your work has just begun. You again need to decide what you are going to say about yourself. What qualifications do you possess that would be of advantage to the employer? Remember the employer needs you; you possess strengths that will help him attain his goals. You need to find out as much as possible about the job. Ask friends. Talk to the people who do the job. Read the information published by the organization. Read the job descriptions in the *D.O.T.* and *Occupational Outlook Handbook*.

The interview is an intense and artificial session. It is important to make a good impression, but it is very important to be yourself.

Some points to bear in mind:

1. Dress appropriately.
2. Be on time.
3. Know what you want to say.
4. Be yourself.
5. Try to answer all the questions. Be honest. If you do not know an answer say so; but try to turn the disscussion to an area you do know. A pause to think is acceptable. Many times the interviewer is more concerned with how you react than with what you know.
6. Try to keep eye contact with the interviewer.
7. Ask the interviewer when you will hear his decision. Get an exact date.
8. After the interview collect your thoughts, assess your performance, wait, and continue to look.

Activity 3

Role Playing a Job Interview

1. Cut out a few job ads from the daily newspaper.
2. Explain to the students that they are going to role play a job interview. Ask them to brainstorm possible questions that could be asked in a job interview.
3. Divide the students into groups of four: two are going to role play an interview and two are going to observe.
4. Once the students decide who is going to be the one interviewed they pick one of the job ads, reflect on what they are going to say, and begin the interview.
5. The interview lasts ten minutes.
6. At the end of the interview the observers fill out an Interview Critique Form and share their comments.
7. The observers change roles with the interviewer and interviewee and the process is repeated.
8. The students complete the following sentences:

   "I felt..."

   "I didn't expect..."

   "I wonder if..."

   "I see that I need..."
9. Volunteers share their responses.

INTERVIEW CRITIQUE FORM

GENERAL IMPRESSION:

Excellent___ Good___ Fair___ Poor___

APPLICANT'S CONTROL:

Applicant presented his/herself in a clear and direct manner?

Yes___ No___

Applicant asked key questions about the job?

Yes___ No___

Applicant emphasized his/her strengths?

Yes___ No___

Applicant was able to answer the interviewer's questions?

All the time___ Most of the time___

Applicant failed to answer many questions___

COMMENTS:

olume II Number 1

ugust 1, 1976

Summertime Greetings

The Project staff and I hope that all of you are njoying your summer. For some of you, I am sure, the summertime is just as busy if not busier than the egular school year. For those of you who have had ome free time we hope you have taken advantage of it and thoroughly enjoyed yourselves. In just bout one month it will be business as usual s we get ready for the start of another School year.

As promised, the staff has prepared a handbook for istribution this month. We call it, *Career Education In Burlington: A Handbook of Strategies*. We feel that it ill be a valuable resource to you in the classroom as you nfuse the concepts of Career education into your curriculum.

August Workshop

Keeping in mind a number of factors we have designed he August Workshop accordingly. We realize that quite a few of you have been with us since last summer and have ecome quite knowledgeable and experienced with the oncepts of Career education. Some of you have begun the process of infusing these concepts into your academic lasses. We feel we have provided a number of new kinds of xperiences for you so that you might be able to further he expertise you have already developed.

There will also be a number of "new comers" who have ot as yet had extensive exposure to the concepts and activities of Career Education. For you we have programed ome activities that will be introductory in nature and ill get you started towards an understanding of what it's ll about.

We hope all of you will find this workshop a rewarding and educational experience for you.

SPACC

CONCEPTS

Student Plans and Career Clusters

CAREER EDUCATION-BURLINGTON, VT.

Community Involvement

This coming year we hope to have more community involvement in our project. We will try to plan theme days at the different schools. Guest speakers will be invited to talk to students and to conduct short demonstrations. The Co-op Coordinators have volunteered to help set up shadowing experiences for students. Parents will be encouraged to take more of a role in their children's choice of courses. We will maintain contact with the Department of Employment Security, Adult Basic Education, and other agencies working in the community. Starting in the fall we will offer free workshops on making career decisions, on career development, and on values clarification.

The Vocational Center

The Vocational Center at Burlington High School will play a larger role in the project this coming year. The Co-op Coordinators and the vocational teachers are willing to work closely with teachers from other disciplines to develop career related activities. Sophomores will be given a tour of the center before they decide upon their junior year courses. Teachers will have the opportunity to see what the center has to offer. Students will be able to spend time shadowing other students at work in their courses at the center. In conjunction with the vocational center we are developing a list of the entry level jobs that exist in the Burlington Area. This will be an invaluable tool for curriculum development and for setting up shadowing experiences.

Career Clusters

For some time now we have been talking about the concept of Career clusters. In this workshop we plan to do some activities that will help to further your understanding of the clustering concept. It really isn't difficult to understand and actually makes a lot of sense.

For those of you who are new to the project we want to have you come away this summer with a basic understanding of the 15 U.S.O.E. clusters and the "hows" and "whys" of job clustering. We feel it will be most beneficial.

Non-Burlington District People

We have extended an invitation to a number of people from other districts throughout the state and in New Hampshire and Massachusetts as well to attend this summer workshop. We hope that you will take us up on our offer and participate with the Burlington teachers and guidance counselors in some common learning experiences. We all have something to share and I feel confident that we can act as resource agents for each other.

If you can stop by for a day or two you will be most welcome.

Parent Involvement In Career Ed.

In September letters will be sent to parents of students at Lyman C. Hunt Jr. High. The parents will be asked to become involved in the Career Education Program as Career Resource Speakers. Enclosed with the letter will be a postcard to be filled out and returned to SPACC indicating if they would be willing to help by either:

- talking with a group of interested students about their career at school during the day
- talking with a group of interested students about their career at a Career Fair in the evening
- sponsoring a student at their place of work for 1/2 to 2 days to observe their job
- serve on a Career Education Team at school and help plan a Career Fair, Speaker Program etc.

If students are interested in a parent's career area then the parent will be contacted during the 76-77 school year.

To further support the program an article will appear in the September 10th issue of "That Paper." A request will be made for parent involvement in Career Ed. at the first parent/teacher meeting at Hunt. By the end of September the information will be gathered and shared with the Career Education Team at Hunt. The Team will then plan Career Education activities for the '76-'77 school year which all students can take advantage of.

Similiar programs for parent involvement are being planned for Edmunds and BHS. The programs will be advertised via the school newsletters and parent/teacher meetings.

"Concepts" is produced as part of a grant from the U.S. Office of Education Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the Project. Points of view, opinions and or materials do not therefore, necessarily represent the official Office of Education position or policy.

Student Plans and Career Clusters (SPACC)

Inservice Workshop

August 23 - 27, 1976

TIME	MON. 23	TUES. 24	WED. 25	THURS. 26	FRI. 27
8:30 12:00	1. Coffee, Donuts & Conversation 2. Introduction (a) Where We Have Been (b) New Developments (c) 2nd Year Objectives 3. The Cluster Concept	1. Coffee, Donuts & Conversation 2. Esther Urie - English Consultant, State Dept. of Ed. "Basic Competencies And Its Application To Career Education" 3. Mini-Sessions: (a) Self-Awareness (b) Decision Making (c) Resource Center	1. Coffee, Donuts & Conversation 2. Dr. Howard Kirschenbaum - National Humanistic Education Center "An Experience In Values Clarification"	1. Coffee, Donuts & Conversation 2. Career Exploration Getting Out Into The Community To Visit Sites Eg. Rossignol Ski Co. IBM	1. Coffee, Donuts & Conversation 2. Tom Gibson - Career Development Coordinator "Tour Of Area Vocational Center At Burlington High School"
LUNCH	Lunch is on us	On your own	On your own	On your own	On your own
1:00 3:00	1. Larry Simmons - Director of Career Counseling and Placement University of Vermont "Career Development Activities" 2. Divide Into Groups: Set Your Goals For The Week	1. E.R.I.C. - Educational Resources Information Center 2. Mini-Sessions: (a) Futurism And Futures Invention (b) Career Awareness (c) Resource Center	1. Follow Up On Values - How Will We Use The Activities:? 2. Mini-Sessions (a) Preparation and Placement (b) Sharing of Classroom Activities	1. Dr. William Bright Assistant Professor, University of Vermont "Developing Community Resources" 2. Follow Up	1. Your Plan For The School Year 2. Workshop Evaluation 3. What Next???

Career Education Project

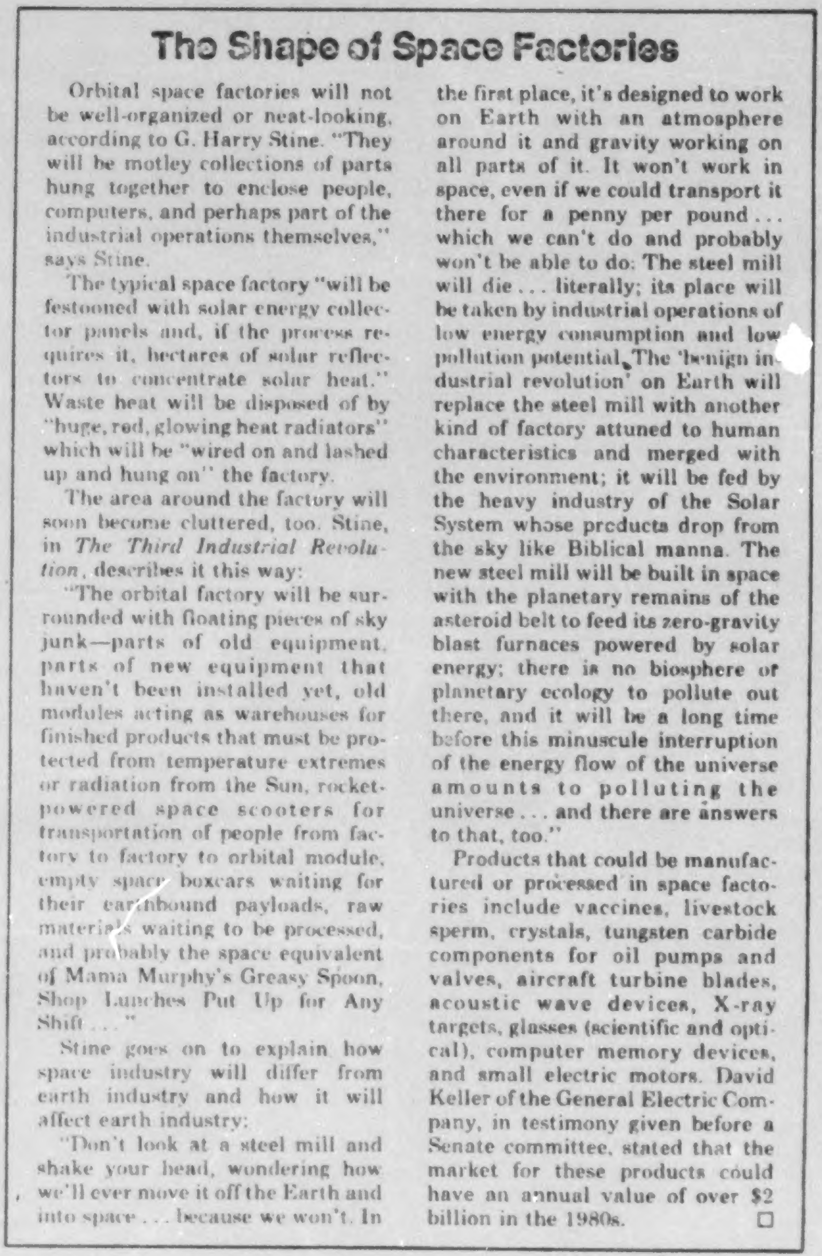
Student Plans and Career Clusters (SPACC)

Inservice Workshop

Monday August 23, 1976

TIME	MORNING		TIME	AFTERNOON	
8:30	8:30 - 9:00	Coffee, Donuts & Conversation	1:00	1:00 - 2:30	Larry Simmons - Director of Career Counseling and Placement University of Vermont "Career Development Activities"
	9:00 - 10:30	Introduction (a) Where We Have Been (b) New Developments (c) 2nd Year Objectives (Project Staff)			
	10:30 - 10:45	Break			
	10:45 - 12:00	The Cluster Concept (a) Brainstorming Of Jobs (b) Interest Inventory (c) Put Job In Clusters		2:30 - 3:00	Divide Into Groups: Set Your Goals For The Week
12:00			3:00		

ARTICLES ON CAREER ED.



The Shape of Space Factories

Orbital space factories will not be well-organized or neat-looking, according to G. Harry Stine. "They will be motley collections of parts hung together to enclose people, computers, and perhaps part of the industrial operations themselves," says Stine.

The typical space factory "will be festooned with solar energy collector panels and, if the process requires it, hectares of solar reflectors to concentrate solar heat." Waste heat will be disposed of by "huge, red, glowing heat radiators" which will be "wired on and lashed up and hung on" the factory.

The area around the factory will soon become cluttered, too. Stine, in *The Third Industrial Revolution*, describes it this way:

"The orbital factory will be surrounded with floating pieces of sky junk—parts of old equipment, parts of new equipment that haven't been installed yet, old modules acting as warehouses for finished products that must be protected from temperature extremes or radiation from the Sun, rocket-powered space scooters for transportation of people from factory to factory to orbital module, empty space boxcars waiting for their earthbound payloads, raw materials waiting to be processed, and probably the space equivalent of Mama Murphy's Greasy Spoon, Shop Lunches Put Up for Any Shift . . . "

Stine goes on to explain how space industry will differ from earth industry and how it will affect earth industry:

"Don't look at a steel mill and shake your head, wondering how we'll ever move it off the Earth and into space . . . because we won't. In the first place, it's designed to work on Earth with an atmosphere around it and gravity working on all parts of it. It won't work in space, even if we could transport it there for a penny per pound . . . which we can't do and probably won't be able to do: The steel mill will die . . . literally; its place will be taken by industrial operations of low energy consumption and low pollution potential. The 'benign industrial revolution' on Earth will replace the steel mill with another kind of factory attuned to human characteristics and merged with the environment; it will be fed by the heavy industry of the Solar System whose products drop from the sky like Biblical manna. The new steel mill will be built in space with the planetary remains of the asteroid belt to feed its zero-gravity blast furnaces powered by solar energy; there is no biosphere or planetary ecology to pollute out there, and it will be a long time before this minuscule interruption of the energy flow of the universe amounts to polluting the universe . . . and there are answers to that, too."

Products that could be manufactured or processed in space factories include vaccines, livestock sperm, crystals, tungsten carbide components for oil pumps and valves, aircraft turbine blades, acoustic wave devices, X-ray targets, glasses (scientific and optical), computer memory devices, and small electric motors. David Keller of the General Electric Company, in testimony given before a Senate committee, stated that the market for these products could have an annual value of over $2 billion in the 1980s. ☐

telephone inquiries, and take job interviews.

After the student identifies the skills she needs for a career, she compares those skills to ones she possesses already. She decides upon a course of study to help her learn the skills she does not know and to refine the skills she has. She participates in a workstudy or co-op program if one exists for her career area. She completes learning packets specially designed to prepare her in the skills she needs while she learns about literature, biology, social studies, or any other course material.

As a part of a writing class the student learns how to write a job letter, a job resume, and a job application. For a social studies assignment the student conducts a telephone survey in order to learn how to use the telephone and how to make telephone inquiries.

At the end of her period of preparation the student should be ready to gain entry level employment or to continue her education. This is where placement becomes important. Making use of the available information, the student's teachers and guidance counselor advise the student of the available jobs and of the best educational program for her.

Placement should never be considered a guaranteed procedure. Economic trends may force the student to seek other careers than the one she chooses. As an outcome of the SPACC career development process the student will be aware of many careers that are closely related to her original choice; she will see also that as she applies what she learns in her courses to one career area she can translate her skills into the requirements for another career area. The course of most people's working life is a movement from one job to another as they transfer what they learn to another set of tasks. Acting upon a career decision may mean that the student constantly faces the problem of what to do when there does not seem to be any opportunity to realize her wish. We can provide her with the tools which she can use in her own way to deal with the problem. If we give the student a ready-made job, she will work today but starve tomorrow; if we teach her how to know what she wants and how to find it, the student will continue to work and to find what fulfillment she can for her wish.

On Saturday, May 3, you will have the opportunity to relate your courses to careers and to experience a way of teaching resume writing and job interview techniques.

Bring along the Job Analysis Sheet you filled out during the Exploration workshop. You will need that sheet for one of the activities we will do on Saturday. If you do not have one, some samples will be provided. The Job Analysis Sheet is what a student will have after she has finished exploring various careers. With that sheet she identifies what skills she needs to learn. A teacher uses the sheet as a basis for developing learning activities that will help the student prepare for her career.

Though preparation is more the concern of eleventh and twelfth grade teachers the exercises we will do on Saturday will be helpful for career awareness activities in the other grades.

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Though preparation is more the concern of eleventh and twelfth grade teachers the exercises we will do on Saturday will be helpful for career awareness activities in the other grades.

PARADISE GOES TO GEORGIA

At 12.35 p.m. on April 14 a Volkswagen bus with six Paradise students and a teacher rumbled out of the parking lot at Edmunds Jr. High. Twelve days and 2,991 hot, dusty miles later it limped back into Burlington to disengage its weary passengers on their doorsteps.

Every morning for twelve days the sun rose on a world of strangers, every night it set on a world of new friends. Wherever the Paradise people stopped we were met by new-found friends - the ice cream lady in Turkey Hill Minute Mart, the postmaster of Paradise Pennsylvania, the custodian of St. Paul's Church in Kutztown, the Pattersons and Prices of Coeburn, Virginia, the old gentleman in the June Tolliver House, Kenny Runion of Mountain City, Georgia; the list could go on forever! Pardise Project is a people-to-people program and we sure met lots of people on this trip! We interviewed people, taped them, photographed them, sang with them, laughed with them, prayed with them, ate with them, lived with them, strolled through the woods with them, swam with them, and swapped yarns with them till the wee hours of the morning!

The experiences we've shared have been enough to make the head spin and the mind boggle for many days to come. We've had experiences with Amish and Mennonite people in Pennsylvania, mountain people in Georgia, Cherokee Indians in North Carolina, coal-miners in Virginia, National Forest rangers in the Blue Ridge Mts., an author in Big Stone Gap, Virginia, a livestock farmer in the Shenondoah Valley, and many others.

We've learned from first hand experiences and discussions about the coal-mine disasters in Harlan, Kentucky, hillbilly feuds, the Civil War from a southerner's viewpoint, the Melungeon people, the Foxfire program, the Amish religion, the reconstruction of a mountain village, fox trapping, forest and wildlife management, turkey calling, mushroom hunting, folk medicine, quilting, Cherokee Indian tribal government and customs, the southerner's attitude toward blacks, ceramic crafts, and how to kill a sickly rooster.

But most of all we're learning to accept people for what they are, to respect each other, to be sensitive to the customs and mannerisms of people who are different from us. We can hardly wait to go again!

Larry O'Keefe
Paradise Project

"Concepts" is produced as part of a grant from the U.S. Office of Education. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the Project. Points of view, opinions, & materials, do not therefore, necessarily represent the official Office of Education position or policy.

4/27/76

Dear Career Ed Dept.,

The Paradise Project wishes to thank-you for making it possible to take our trip to Georgia.

We also thank-you for the $250 you gave us.

Your continuing support of the Paradise Project is greatly appreciated.

Sincerely,

Linda Halverson
and The
Paradise
Project

TIPS ON CAREER ED.

Career Tips: Landscaping

By ROBERTA ROESCH

Joan Greentree, a landscape architect from New Jersey, stated emphatically that her procedure for entering the field is not the best.

Entirely self-taught, Miss Greentree is accomplishing much with her style and thrust. After seven years in her field, she has gained a notable reputation for working closely with the natural environment. She has also received awards of merit.

In addition to her private practice, she has an enviable job as a designer and plant consultant for a firm in San Francisco and New York City. She travels to California several times a year.

Makes Distinction

"One thing I'd like to make most clear is that a landscape architect is in no way a gardener," she stressed.

"The work encompasses urban and regional planning, site development, design of urban and rural places, and the design of new cities and the redevelopment of existing ones," she said, adding that her work includes a town for 60,000 persons.

She is also conceiving ideas for a children's environmental center that will teach the importance of stopping the destruction of nature and the environment.

Miss Greentree's own love of natural surroundings grew during her childhood when she visited museums and botanical gardens, spent summers in the Adirondacks, and went to camp. She was graduated from high school at 16 and attended Alfred (N.Y.) University. She dropped out of college and spent the next 16 years educating herself to be a landscape architect.

Took Courses

"I took courses wherever I found one I wanted and needed—practical things at State University of New York at Farmingdale, botany at Fairleigh Dickinson University, philosophy at New York University, and architectural rendering at a trade school, to cite a few examples.

"I also took almost every course given at the New York and Brooklyn Botanical Gardens and I studied a great deal on my own. My first professional job after starting private practice was doing the landscape design for an apartment house," she said.

"To others who are interested in it (landscape architecture) I definitely recommend formal training at a university that gives a degree in landscape architecture after a four or five-year program. There's more available today than when I began my self-education.

"It's also important while going to school to get summer or part-time jobs with landscape architects, park departments, or nurseries. You'll be there where you can learn and observe and pick up practical knowledge," the architect advised.

IT'S FREE*...

...(FOR THE ASKING) 863-4521 x 69

From Eastman Kodak Co.

1. 1976 Index to Kodak Information
2. Booklet - "Kodak Materials for Visual - Communication Education and Training
3. Booklet - "Graphic Communication Careers"
4. Booklet - "Manpower for Graphic Communications...a time for change"
5. Booklet - Slides with a purpose- for Business and Education

Kodak's Address

Eastern Region
1137 Ridge Road West
Rochester, New York 14650
716/458-1000

SPACC CAREER ED PROJECT, EDMUNDS JR. HIGH

FOR A PERIOD OF TWO WEEKS

Volume 1   Number 11

April 13, 1976

CONCEPTS

Student Plans and Career Clusters

SPACC

Project Participants Really Get Around

During the past few weeks teachers and guidance counselors in the project have been traveling for afield to experience a wide variety of Career Education related activities. Bob Pecor and Paul Mercure, from L.C. Hunt, attended the National Science Teachers Association Convention in Philadelphia. Six teachers and guidance counselors from the Junior Highs and B.H.S. attended a Values Clarification Workshop in Boston. Tom Gibson and Harry Harmon traveled to Columbus, Ohio with Karen McGuire to visit the Center for Vocational and Technical Education at Ohio State University.

On April 3rd our inservice workshop was devoted to Career exploration types of activities and teachers could choose one of 9 sites to visit during that day. Teachers spread out all over the city of Burlington and the surrounding towns, and had an opportunity to visit with many different people, learn about their jobs, background and requirements. It was a valuable and rewarding experience both for the project participants and the local community.

I have asked some of the teachers and guidance counselors to write about their experiences. This issue of "concepts" is devoted to these activities.

Pasquale DiLego

AIRPORT ADVENTURE

The cars pulled up to the entrance of the Burlington International Airport and approximately ten shady-looking SPACC agents got out. Led by THE DIRECTOR, the agents proceeded to the Allegheny Airlines desk. There they slipped through the baggage opening and entered the ramp area. After investigating the baggage loading procedure, the SPACC people went through the passenger security check, some of them even activating the alarm!

From the security checkpoint, the suspicious looking group went topside to the control tower. As the air-traffic controllers explained their various tasks, several airplanes landed and took off, the pilots commenting on the "convention" in the tower. From the tower the SPACCers descended to the muffled darkness of the radar room. There, the complexity of the job of an air-traffic controller-radar operator was clearly demonstrated.

CAREER EDUCATION-BURLINGTON, VT.

From the radar facility, the group went to the office of the National Weather Service. Restricted by time, the SPACCers barely had time to penetrate the "cloud of mystery" which has enveloped the Weather Service. The group found that the Weather Service, aided by a tremendous variety of machinery, is primaily involved in warnings and flight information.

All of the airport personnel involved in the tour were exceptionally cooperative and provided an interesting and informative day for the members of the Career Education Project.

Judith L. Allard

MUSEUM DIRECTOR

Discovery Museum in Essex Junction is a "hands on" museum that was already humming with activity when we arrived on Saturday morning. Some youngsters were busily cleaning the cages of the live exhibits. There was a snake, a lizard, a Peruvian Guinea pig, birds and mice to be cared for. In the room next door some youngsters were using the old teletype; we found ourselves on T.V. - at least the lower half of us - because the set is designed to video tape the youngsters; old typewriters, early models of some I.B.M. machines and activity areas for the pre-schoolers were there.

Upstairs a father was explaining to his son the principles of the steam engine that were on exhibit. One was similar to the engine which drove the side/wheelers on Lake Champlain. Grandmother's Attic with its huge Pier Glass dominating the scene must provide hours of fun to those youngsters interested in returning to the style of yesteryear.

Two rooms - one furnished as an old hospital room complete with Blood Pressure gauge and the other a completely furnished dining room with beautifully stencilled walls completed the upstairs exhibits.

The Director of this busy place is Ray Dilley. He has a marvelously diversified background and multiplicity of talents which would be required to make such a project succeed. He has a broad, Liberal Arts background, a Master's Degree in Communication & Journalism, has worked as a Forest Ranger and as an assistant to the Director of the St. Johnsbury museum. He obviously has mechanical skills which he utilizes constantly to keep things working. Our impression was that such a position requires not only skills and knowledge, but an understanding of children and their dreams; an ability to work with the public, and endless enthusiasm within oneself.

Claire Mullen

QUESTION: What courses should a student with an artistic bent and a desire toword a profession in pottery be encouraged to take?

You're right! He or she should take courses that will expand this talent, but just as importantly, he or she should be encouraged to take physics, chemistry, and business courses that include mathematics. Surprised?

These sciences provide an invaluable aid to the potter in determining the molecular structure of glazes and the components of clay and will help deter the expensive, time consuming trial and error method that many potters suffer. The math/business experience helps the potter in the marketing of the finished product.

"--- of course you should also expect to learn to be a plumber, an electrician, a handyman, a janitor, and a teacher," stated JUDY BRYANT of the Shelburne Craft School. "It will be needed when the time comes to build and repair your kilns and get clay out of your drains. But its all fun as well as hard work, and I recommend it."

So do we, Judith.

Harold Feiner

VERMONT TRANSIT LINES

I visited the Vermont Transit bus garage and offices as part of the Career Ed. Workshop. It was an amazing experience. We started with bus cleaner and followed through the hierarchy of jobs, including mechanic, inspector, machinist, parts manager. At each level we asked, "When someone applies for a job like this, what training and experience do you look for?"

We got the same answer at every level: "He should be able to get along with people, do what he's asked to do without complaining, and fill out a time card. We'll train him ourselves."

"Would it help if he's had a course in mechanics?"

"No. Kids come in and think because they've had a course in something they can step right into the shop. Everything is by seniority. When there's an opening we move someone up and do the training on-on-one in the shop."

Attitude and adaptability seemed just as important as basic skills. We should remember this before we start throwing out every course that isn't readin', writin' and 'rithmetic.

Evelyn Carter

VALUES CLARIFICATION WORKSHOP - BOSTON, MASS.

The Values Clarification conference in Boston was a mind-blower! A wide variety of two and three minute dialogues left me with glimpses into other people's experiences, values and attitudes, and opened wider windows on my own values. Part of it was gimmicky--but the gimmicks worked. Part of it was heavy with reminiscences and realizations. Part of the weekend was deeply moving. The wit and humor of Simon and Kirschenbaum kept things in perspective.

One of the exercises involved drawing a floor plan of a house you had lived in once. That simple process brought a flood of memories long forgotten - the pink soap in the downstairs bathroom, the children's hooks in the coat closet that were always turning upside down, the bread crusts hidden on the little ledge under the dining room table. The two-minute exchanges that followed brought out the depth of feeling and powerful memory within each human being.

In another exercise we set priorities on how we spend our time. I've tried this with serveral students since.

A frequent comment; "I'm spending more time on things that aren't top priority with me."

"Can you change that?"

"Yes!"

Setting clear priorities and making thoughtful decisions is a skill that can be learned, not only through experience but also through well-planned strategies.

Evelyn Carter

NATIONAL SCIENCE TEACHERS ASSOCIATION CONVENTION - PHILADELPHIA

We personally actively participated in the following seminars and workshops.

A. Career Education and Science Teaching
B. Career Education through Elementary Science
C. Career Education through Secondary Science
D. Activity Oriented Biology for Underachievers
E. New 1976 Edition of I.I.S: Biology and Physical Science
F. Science, Technology, and the Diminished Mind
G. Unlocking the Loch Ness Monster (three seminars)
H. Individualizing Science Instruction
I. Science Education: Strategies for Survival
J. Congress Shall Make No Laws
K. Lecture and Visition on Franklin Insititute

In the area of Career Education, it was apparent that our Burlington S.P.A.C.C. Program is in accordance with similar programs throughout the U.S. The importance of decision making, values clarification, career awareness, career clusters, and self-awareness were highly stressed. Many career education projects have developed different approaches in their presentations. Dr. Wilford F. Lee of Texas is involved in helping alleviate many problems in today's technological society. This project funded at 21 million dollars has aided Texas in implementing its career education goals and objectives. Another exciting program in Philadelphia, headed by Dr. Vincent Satinsky, involves high school students actively participating in very sophisticated laboratory research where actual college credit is granted. Daniel Morton of Minnesota revealed that in a state needs assessment, 86% of the pupils indicated a need for Career Education in their curriculum. Other speakers for North Carolina, New Jersey, New York, Massachusetts, and California further discussed their state's programs relating to Career Education.

Robert P. Mercure

Robert B. Pecor

THE CENTER FOR VOCATIONAL EDUCATION - COLUMBUS, OHIO

"One of the best trips ever!" was the consensus of the four people who visited the Center for Vocational Education at Ohio State University. On Thursday and Friday April 8 and 9 Tom Gibson and Harry Harmon of Burlington High School, Ray Lambert of Mill River Union High School and Karen McGuire of the SPACC Project talked with people from each of the 5 divisions of the Center. Various projects are in operation in each of the 5 divisions. Some of the more meaningful visits included the Career Planning Program for Secondary schools, a program similar to Student Plans, the tour of the Career Library and Product Utilization Center and a review of task inventories of various occupations. A shopping bag full of materials was brought back from the Center for Vocational Education. The materials will be reviewed and the information shared with the Burlington staff.

Karen E. McGuire

.IT'S FREE*....

...(FOR THE ASKING) 863-4521 x 69

A Video Cassette machine with the following nine individual cassettes are available for use for those interested in the Air Force ROTC program as a possible career:

These are excellent:

		Minutes
(1)	Navigator	8:45
(2)	Missleman	11:00
(3)	I'll Meet You Half Way	3:40
(4)	Make Your Own Kind of Music	5:30
(5)	Sweet Caroline (Nursing)	8:10
(6)	Who Has Touched The Sky	7:30
(7)	Drift Away	7:48
(8)	Clouds	9:00
(9)	Ann Carter (Opportunities for Woman in the Air Force)	10:35

Peter Chiacchieri

FOR A PERIOD OF TWO WEEKS

SPACC CAREER ED PROJECT, EDMUNDS JR. HIGH

Volume 1 Number 10

April 1, 1976

CONCEPTS

Student Plans and Career Clusters

SPACC

Saturday April 3 Workshop

8:30 - 9:00	Coffee and Conversation
9:00 - 9:45	Administrative Trivia Introduction to the Day Choose a Place to Visit
9:45 - 10:00	Leave for Job Sites
10:00 - 11:30	At Site
11:30 - 11:45	Return to SPACC
11:45 - 12:30	Report Evaluation Wrap Up

Saturday's Workshop

What is it like to be a potter, a cook, a ticket clerk, a musuem director, a bus mechanic, a baggage handler, a frame maker, an air controller, or an employee in a fabric store? You will have the chance to find out on Saturday. For about an hour and a half you will follow someone around on their job. You will experience what your students will do when they decide upon a career area to explore.

Paradise Project

The Career Education Project woke up one morning last month to find they had a new neighbor-Paradise Project had moved into B240, immediately renamed it "The Paradise Pad", and wondered on down the hall to begin "imposing on the resources" of Career Ed!

Paradise Project is a self-contained classroom of 50 students (7th & 8th grade) and two teachers with a program based on supplementing academic learning with community and outdoor experiences and, hopefully, an extensive travel-study program.

Although we don't begin operating full-time until September, we've already become involved in writing a Foxfire type magazine, visting a hockey stick factory, planning to visit the original

CAREER EDUCATION-BURLINGTON, VT.

Foxfire group in Robun Gap, Georgia in April, to visit coal-mining families in Virginia, the Cherokee Indians in No. Carolina, a travel-study school in New Hampshire, a Portuguese fishing village and the Mystic Seaport whaling village in Connecticut and New York city.

We've been accused of being "dreamers" and maybe we are. But, the western pioneers had a saying, "Never laugh at the dreamers" - the Paradise Project specializes in learning how to make dreams come true.

- Larry O'Keefe

How Important Am I

I never realized how important I was to this world until this year. In my sophomore and junior years I played sports but never was really good at them. I began to wonder what I was good at and what would be my future.

Through a friend, I found out about Aspire. There were so many programs you would get into but I chose to be a teacher-aide. It was hard work and a lot of willingness to finish preparing. I took tests, listened to tapes and watched films for three weeks. I really didn't know what I was getting myself into. I thought, at first, "it was a little hard just to be a teacher-aide." I stuck with it and believe me it's been rewarding and worth it.

After I completed the preparation I had a couple of meetings with Mr. Limoge at Flynn School. He set me up with the most perfect teacher in Elementary Education, Mrs. Edith Greene, third grade. I got along very well with Mrs. Greene and of course the third grade students. I started out reading with the kids, helping them in gym and art. I was getting to know them as well as they were getting to know me.

Once I learned their moods I could understand them and learn ways to teach and help them. In January Mrs. Greene gave me more responsibilities. I started having my own groups of children to teach. One day I even taught the whole class. The principal sat in that day and the kids were so good. I was so proud of them! There are days when I feel down and the students bring my spirits so high.

Some people under-estimate children. They often surprise me with their actions and feelings. I have learned so much from these children. I have become a better person. With this experience I hope to go on to be an Elementary Teacher. It's been such a challenging experience. The most rewarding experience is knowing once my teaching is over I can continue to be a friend.

- Barbara Zagajeski
Burlington High School

"Basic Math and Science Needed by a Cop"

Dr. John Heisse made good our prediction when he appeared Wednesday, February 11, for a talk show on "Basic Math and Science Needed by a Cop" the first in a series of math-related career talks being introduced to Edmunds Junior High students by Norma C. Shortsleeve.

He not only proved the old adage, "there's nothing like getting it right from the horses mouth" but also that one is far more apt to get it much more nearly right - right from the horses mouth even if that horse was late in the running.

His talk was concerned with what was probably one of the worst autopsy reports in history, that of a 20 - months old baby in New Jersey, - a report of 44 years ago. He pointed out various errors that had been made by officials and showed how these mistakes had been checked by basics in math and biology. He indicated how trig was used in determining the length of a baby (which had been measured in error from the tip of the toes to the top of head), the usefulness of measurement by the law of averages, and percautions one must take in detection work.

Dr. Heisse explained the use of psychological stress evaluation in seeking information and how the "voice graphings" in general are read and inferences drawn. Soon eighth graders were fairly accuarately reading his graphs.

Many questions were asked by a small enthusiastic group. Ten days later, this case which Dr. Heisse had investegated broke in the national news, so the good doctor was asked to return again and reveal more concerning the interesting case of Charles A. Lindbergh, Jr.

On February 24 he spent a generous hour and a half outlining how he built evidence in the case and revealed some new developments since his previous visit.

Still under eager questioning after an hour and a half, Dr. Heisse called a halt to the program saying "perhaps I can come again!" Students queried, "Tomorrow?"

In his second slide - talk show, he explained how he had put together bits and pieces of evidence to build his case stating that every slide represented about 100 hours of leg work. He stressed the importance of being very careful in the choice of words in psychological stress evaluation questioning.

His program indicated his use of hypnotic regression; comparison of physical records; questioning, experimenting; conclusion and re-examination; persistence in pursuing a hunch; photography; mathematics (arithmetic, geometry, trigonometry, calculus, statistics); biology and anatomy; English (report writing and also use of words in interrogating); history and politics among others. He asserted, "If I had written a paper in school with as bad punctuation and in such poor form as the Lindbergh baby's antopsy report, I would have gotten an F!"

A very dynamic speaker, this Burlington doctor has much to offer young people as an educator, and he doesn't miss a single opportunity. We are grateful for his generosity and his consideration for our students.

In learning, he stated to his audience of eighth and ninth graders. "We think we have a good case. You have heard and been shown about one-third of the evidence in the case - and that's more than anyone in the United States has heard!"

Dr. Heisse will be back, we guarantee it - and let's hope if it's after the court hearing, that by then he will have established Kenneth Kerwin's true identity and that Charles A. Lindbergh, Jr. will be very much alive and well, free to enjoy this earth and what it offers him.

- Norma Shortsleeve

ANNOUNCEMENTS

October 8 - 11, 1976, - The Eastern Business Teachers Association's 79th Annual Convention will be held over the long Columbus Day weekend at Host Farm, Lancaster, Pennsylvania, 17602. "Building on the Past" will be the theme for the 1976 Convention. There will be exhibits and programs covering all vocational, social, and general business education subjects as well as action labs and demonstrations. Further information will be available from Mrs. M. B. Coumbe, Public Relations Chairperson, Columbia High School, East Greenbush, New York, 12061.

The P.E.T. books are in. You can pick them up at the April 3 workshop. The cost per book is $3.50.

Volume 1 Number 9

March 3, 1976

CONCEPTS

Student Plans and Career Clusters

SPACC

Career Exploration Workshop
March 6, 1976

8:30 - 9:00	Coffee & Donuts
9:00 - 9:20	Slides & Administrative Trivia
9:20 - 9:30	Peter Chiacchieri
9:30 - 10:20	Introduction to Day Preliminary Activities
10:20 - 10:30	Break
10:30 - 11:30	Explore a Job
11:30 - 12:15	The Next Step Follow Up Activities Discussion
12:15 - 12:30	Wrap Up Evaluation

Career Exploration

Once the student has begun to clarify his self-concept and what is important to him and has become aware of what opportunities exist in the world and learned how to choose among those opportunities, he is ready to experiment with his knowledge of himself and learn more about the jobs that interest him. Career Exploration is a systematic way for the student to test his self concept in the reality of a job situation.

First, the student must decide upon a cluster area and design a course of action. He reads the job descriptions in the D.O.T. and the Occupational Outlook Handbook. He looks through the pamphlets which are published by various industries and organizations. He talks to people who are working in the cluster. He experiments with the required tasks.

CAREER EDUCATION-BURLINGTON, VT.

In the classroom he completes exploration packets that relate the job tasks to what he learns in a specific subject area. He visits job sites, and if possible does the job for a period of time.

By doing many of the tasksrequired for specific jobs, the student can see whether the job matches his interests and abilities. He can also reassess his self concept to determine whether he has accurately portrayed his interests and abilities. He begins to see that to find a satisfying job he is going to have make some compromises; in addition, he sees that through the process of exploring and experiencing various jobs his self-concept changes and his job interest may change as a consequence.

In outline form the process is:

1. Decide upon a Career Cluster to explore
2. Design a course of action
3. Gather data and information about the occupations in the cluster
4. Experiment with the required tasks both in the classroom and on the job
5. Determine whether the job matches your self concept
6. Reassess your self-concept
7. Decide what compromises can be made
8. Choose a career area to become competent in

On Saturaday, March 6, you will have the chance to experience this process in action. You will be given a career exploration packet and you will complete many of the steps that could be used with students.

Student Development Plans

The majority of students doing Student Plans have completed activities in "Self-Awareness - Looking at Me," the first component of Student Plans. One of the most popular activities was "My Characteristics". In Mary Kinville's 9th grade biology class the students reviewed a list of personal characteristics and checked the ones that best described themselves. They went through the list a second time and checked the characteristics a person should possess who works in the field of science. The students then rank ordered 10 characteristics that best described themselves and 10 characteristics that best described someone in the field of science. The class then discussed the purpose and results of the activity and recorded the exercise on their "Career Planning Sheet".

Students will now begin activities in "Values Clarification - what I feel is important". When they complete the activity they will record the activity on their "Carerr Planning Sheet", a copy which is on the following page.

STUDENT DEVELOPMENT PLAN

CAREER PLANNING SHEET

STUDENT NAME ______________
TEACHER ______________
CLASS ______________

DATE	ACTIVITY	COMPONENT OF STUDENT PLAN	TEACHER OR COUNSELOR	COMMENTS
				__Liked __Disliked Comments:

Lists of the sample population of students involved in Student Plans are being completed. They will be distributed to teachers in the SPACC project who have 7th graders at Hunt, 9th graders at Edmunds and 11th graders at B.H.S. Please check the lists against your class lists and identify those students doing Student Plans. When you present a Career Education activity to the class remind the students in the sample population to record the activity on their "Career Planning Sheet."

FORTUNE MAGAZINE IS RUNNING A SERIES OF ARTICLES ON CAREER EDUCATION. The October issue features an article by Walter Guzzardi, who says, "Education has failed in the job of preparing students to move from the world of schooling to the world of work." The December issue features Charles Burck's article, "Schools Where Students Pay to Learn Paying Jobs." Copies of Fortune are generally available at public libraries.

ANNOUNCEMENTS

A Burlington High School Senior interested in exploring art education as a possible career would like to work as an aide next year in an elementary or junior high school with a teacher who would encourage her to plan and carry out some art activities as part of her work. She is, of course, willing to do whatever other duties are requested. If you would like to interview this student, please call ASPIRE, Extension 55.

- Evie Carter

IT'S FREE*...

.. (FOR THE ASKING) 863-4521 x 69

We have the following materials on approval from the publishers. We need your help in evaluating them.

1. S.V.E. Filmstrips - Exploring Careers
   - (a) The Fire Fighter
   - (b) The Zoo Keeper
   - (c) The Farm Equipment Mechanic
   - (d) The Telephone Installer
   - (e) The City Planning Draftsman
   - (f) The Mortician
   - (g) The Shipping and Receiving Clerk
   - (h) The Interior Designer
   - (i) The Tool and Diemaker
2. "Opportunity" - From Scholastic Magazines Filmstrips, Tapes and Workbooks
   - (a) Interview
   - (b) At Work
   - (c) On The Job
3. "Careers in Focus" - from McGraw Hill
   - (a) Discovering You
   - (b) Electricity and Electronics
   - (c) Food Service and Home Economics
   - (d) Transportation
   - (e) Construction
   - (f) Science, Fine Arts and Humanities
4. ARCO Career Guidance Series
   - (a) Your Future in Hospital Work
   - (b) Your Future as a Secretary
   - (c) Your Future in Restaurants and Food Service
   - (d) Your Future in Photography
   - (e) Your Future in the Electronic Computer Field
5. BO - CEC Business and Office Careers Course Guide - Jr. High - Middle Schools
   BO - CEC Math Resource Guide 7-9
   BO - CEC Social Studies Resource Guide Grades 7-9

FOR A PERIOD OF TWO WEEKS

SPACC CAREER ED PROJECT, EDMUNDS JR. HIGH

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